

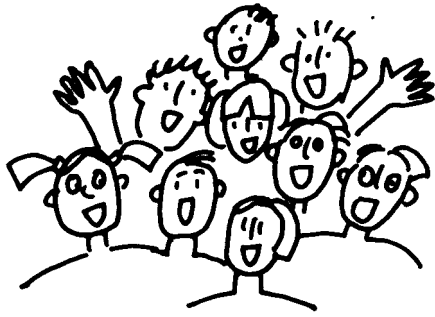


An evaluation of Partners for Inclusion

Discovering the Right Relationships

The first three years

April 2004



We would like to express our thanks to all the people we met who receive services from Partners for Inclusion for allowing us to spend time with them and also to their families and friends and of course to the staff and managers. Especially to Janice for her organisation, checking in and her numerous texts.

Before you read this and develop an opinion please take note of how it has been written.



1. The overview is just that but it is not the report in a nutshell (the report is meant to be read all the way through - people's lives and the complex types of support people get can't be too neatly summarised for easy consumption).
2. The themes are general themes but may not apply to every person or their team - everyone is different.
3. Partners for Inclusion is an excellent example of a thoughtful supported living organisation providing truly individualised and tailored services. Please read the list of recommendations in that light. Even organisations doing well can develop. Please read the "themes" first.
4. Our perspective on the five dimensions of person-centredness are based on what we saw, heard and were told (we may have missed something).



Thank you

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Edinburgh, January and April 2004

Contents

Background	5
Methodology	7
Summary	9
Our model of the service	11
Recommendations	12
The work of Partners for Inclusion in context	
Person-centredness in Dimensions	19
Uniqueness and Diversity	20
Power	25
Right Relationship	32
Learning, Growing and Developing	39
Usefulness and Relevance	48
Short Glossary	55
Bibliography	61

Background

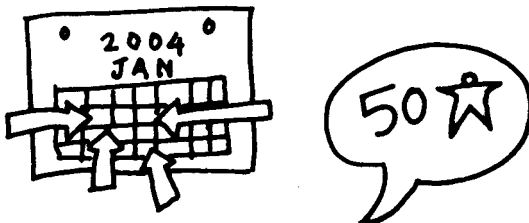
Partners for Inclusion is a values-led organisation working mainly in Ayrshire and Renfrewshire. It is three years old and now supports 34 people while aiming to limit its growth to 45 people in total. This evaluation was commissioned to help identify and strengthen what is working well and to identify room to change and develop.



It is important to note that in its first three years Partners for Inclusion has almost certainly focused its work more on the development of new services than any other area. The nature of its work is to provide unique and individualised services to people and not provide people with off-the-shelf standardised solutions. With this in mind it is possible to realise that the organisation has in fact developed 34 types of services in this period, while an organisation providing standardised support (for example group homes) may develop only one service for 5 or 6 people but just replicate that 6 or 7 times and would therefore have a different learning approach entirely.



In consultation with senior managers from Partners for Inclusion we arranged to spend time with eight people who receive service and their families, staff, care managers etc. We spent four days doing this in January 2004. We also interviewed Service Managers and Team Leaders in groups and individually and held an interim feedback day a week later. In total we spoke to over 50 people during this time about their experiences of Partners for Inclusion.

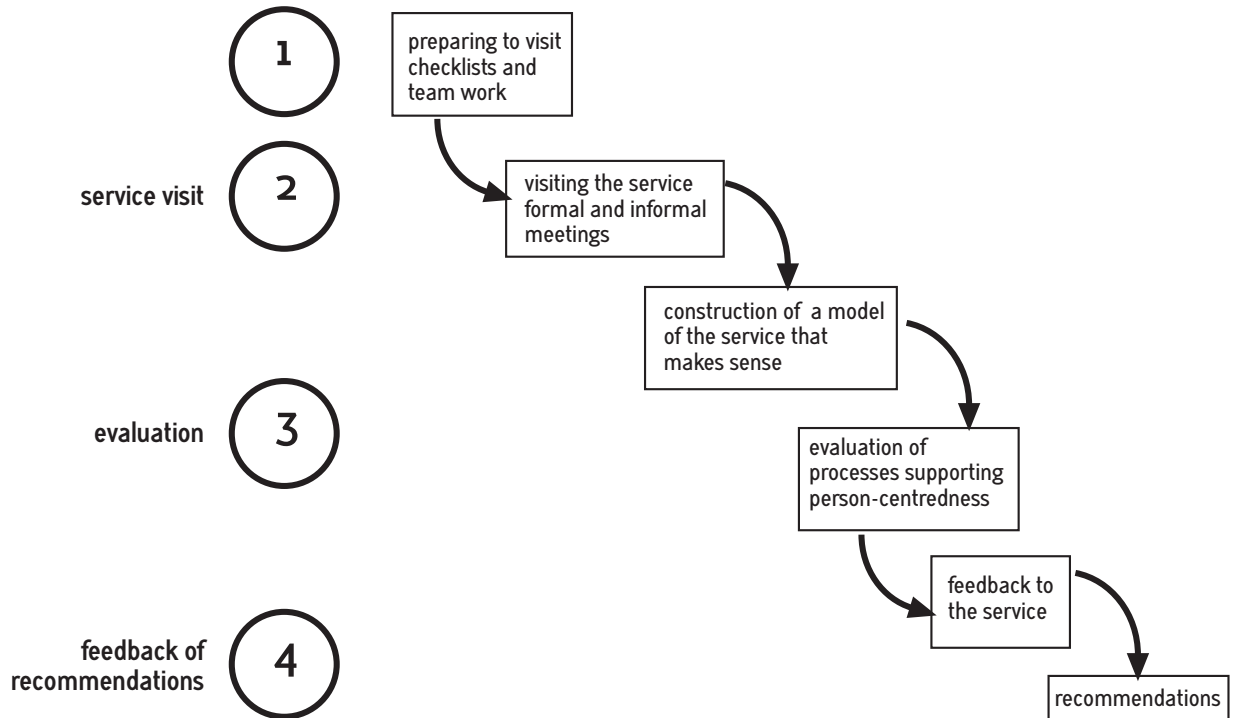


The approach we have used (The Five Dimensions of Person-centredness) is person-centred in its design and is concerned with not only what happens (outcomes) but also how things happen (process). We look at all levels and the relationships within and outwith the organisation.

“...I think we are helping people to become more themselves.”

The approach we use leads us to study processes systematically, to explore the themes that emerge and finally to identify actions that might help strengthen good practice and develop new areas of work.

Methodology



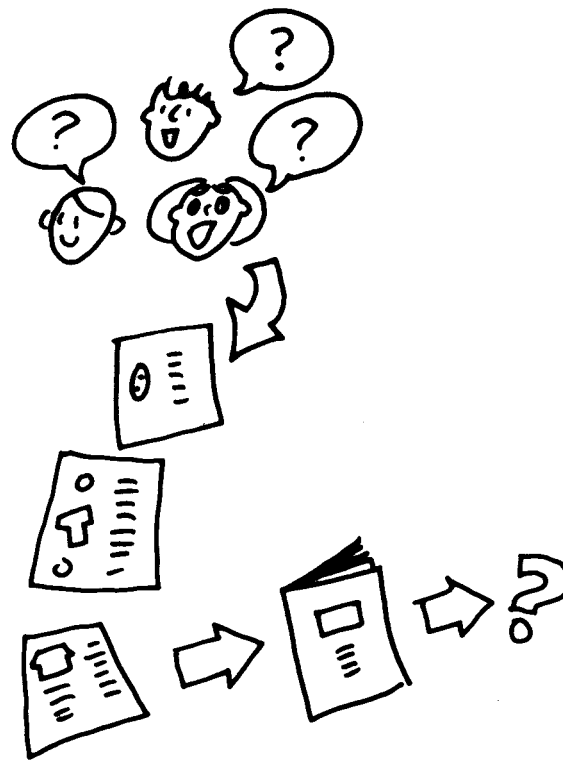
The evaluation process is relationship based and value based. We have been strongly influenced by the evaluation processes developed by John O'Brien and Connie Lyle through the Framework for Accomplishment¹, by Wolf Wolfensberger and Susan Thomas at Syracuse University in the development of PASS 3 and PASSING² and by the work of Michael Kendrick³ that emphasise the importance of clarity in the use of 'values' and 'ethics' in the provision of human service.

The emphasis on 'Right Relationship' refers to the components of relationship that lead to self respect, empowerment and so on. A 'right relationship' is strived for in the process of getting-to-know what occurs between the evaluation team and the people who make up the organisations we meet.

Through a series of structured and semi-structured meetings and interviews a picture emerges. This information helps to ground the evaluation. The information we gather is then modelled using a systems

approach. The 'idea' of the organisation as it exists in the minds of those who lead the organisation influences our design of a model to describe the 'workings' of an organisation.

The model provides a benchmark or foundation for the second part of the evaluation which then explores various dimensions of 'person-centredness' using a set of guidelines describing examples of good practice around 32 varied processes that are grouped in Five Dimension. These are the processes that might be expected if the values of 'inclusion' and person-centredness were followed in a human service organisation. See the glossary for more information about the theory underpinning the evaluation process and also http://www.socialrolevalorization.com/resource/MK_Articles/ValuesAsTheBasisofEvaluation.pdf



¹<http://www.communityliving.org.uk/obrien.htm>

²http://www.ijdc.ca/VOLo3_01_CAN/articles/williams.shtml and http://www.socialrolevalorization.com/events/trainers/dr_wolf.html

³<http://www.socialrolevalorization.com/resource/resource.html> and http://www.socialrolevalorization.com/resource/MK_Articles/ServiceWorkerContribution.pdf

Summary

Partners for Inclusion is an organisation that actually does what it says it does. It provides person-centred support and services to people to help towards a more inclusive life. It is striving to provide unique and individualised supports that keep the person at the centre and is doing this very well.



People are getting useful, relevant and potent support to help live their own lives. We found some excellent examples of good practice supporting people who may require intensive help and/or who have negative but undeserved reputations.

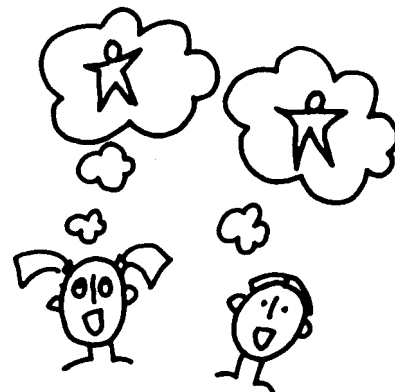
There is a healthy balance between a focus on 'right relationship', (finding the right people and getting the relationships right at many different levels) and also a focus on the 'tasks' of getting things done to make a real difference in people's lives. We feel that in pursuit of this balance both areas are given the attention they deserve.

We also noticed that being principled, passionate and practical was evident at different levels in the organisation and that these three 'themes' affect a lot of what happens.

Key individuals show leadership which is also an important component in the organisation's success so far, whilst there is also a focus on partnership and team work.

Some areas require particular mention

The overall approach to providing support that is used 'makes sense', in that the way services are provided, the way the management team think and many teams think and the particular needs people have hang together well.



The approach to individualising services is notable in that great efforts are made to find the right set of individual responses and supports to suit the person and to think one person at a time.

The commitment made by the organisation to stick with people and be there for them is very strong, very real and tried and tested.

There is a heartening, honest and considered effort made to see people for who they really are, as people with gifts, strengths, weaknesses and needs. (This is always much harder to do than to say).

A significant number of the people served have been hurt or wounded partly because of experiences they received in using services. Everyone is spoken well of and the reputations people have had don't overshadow how they are seen.

Risk taking is proceeded with in a considered and thoughtful way – there is a lot of skill/knowledge within the organisation to support this. The exercising of power isn't seen as bad by managers - sometimes through the use of conscientious balancing processes, it's crucial to help the person feel safe.

Good positive individual work with people is visible – especially around helping people with their communication, how they are understood, power issues and learning.

There is a lot of expertise in exploring and managing dual or multiple-roles to everyone's advantage. For example the person supported may be in the 'requiring help' role but is also seen as the lead in how the support is offered, in contrast a Support Worker may be in a paid role for 30 hours a week but then more of a friend for the rest of the time. This handling of these complex role changes requires a thoughtfulness that is rare in many other organisations, even of 'supported living' agencies.

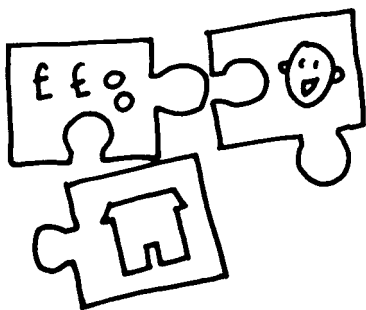
The Service Design of Partners for Inclusion which emphasises a flattened hierarchy, creates a Team Leader's role that is crucial – the Team Leader may often be the most influential factor in how the team later develops a decision making pattern

This is a very good service, it is visionary, knowledgeable and thoughtful, unique of it's kind, and has been designed and structured considerably to suit the people it supports.

Our model of the service

This model has been created by the evaluation team to describe what Partners for Inclusion is there to do – how it is doing it and why. We are using this model to describe the process and system that the organisation creates and works within; in order to be an organisation that makes-sense-to-itself.

Our thoughts on what this service is trying to do



Our thoughts on how it is trying to work (main themes)

Our thoughts on why it is doing this

This is a service to get the fit right between the person as they are now, the life they need to lead and the help they need, to get that by... providing, managing and developing individualised and tailored support services that are right for the person and that match the right people, irrespective of the persons present needs or past experiences or where they live.

By sticking with people for as long as is needed without fixing or blaming. Working from a set of values that permeate throughout the whole organisation, creatively, adaptively and flexibly managing resources and making decisions to take risks whilst... working at the right pace to help determine how to keep the person at the centre of how their life develops. So that... people are seen as whom they really are and have the right to determine the shape of their own lives - the right to experience opportunities available to the rest of us for meaningful rewarding and close relationships, friendships, to share their gifts and strengths and contribute, find belonging, love, self-respect, and a safe home.

Recommendations

PART ONE

This first list highlights areas of particular good practice that need protection or some further development.



Power

1.1 Different roles are held by different people and some also overlap

Most staff recognise the roles of the staff e.g. Team Leaders, who are involved in encouraging new work with people. Service Managers and Team Leaders may have different roles in supporting developmental work. One role may push forward while the other may advocate holding back. Each role is equally important and directed towards keeping the person in the middle and at the right pace. We recommend that dialogue between Service Managers and Team Leaders continue in this area.

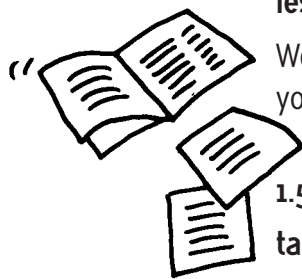
1.2 Respectful use of the person's private space happens a lot but not all staff ring or knock or get permission before entering. We recommend that some teams reflect on how small actions like this can influence how the person supported's "rank and status" or control over their resources, is perceived by others.

1.3 Some teams feel they are involved in decision making while others feel less able to be involved in the decision making process

Some further sharing amongst teams about ways to help improve decision making and how to share power might be useful.

1.4 The use of working policies is commended but some policies feel less owned by the team around the person

We recommend that as part of your regular checks on performance you explore ownership of the policies.



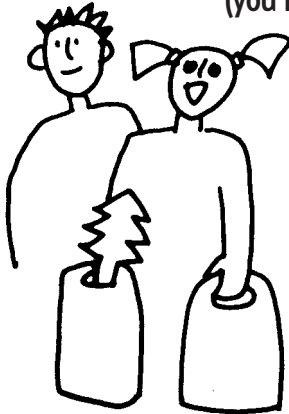
1.5 Some Teams/Team Leaders have questioned when they should take the lead on an issue that affects the service

Listening to Team Leaders with their on-the-ground knowledge of where a person is, is important and does happen. Further dialogue between

Service Managers, Team Leaders and Teams could clarify how this works within services.

Right Relationship: Enabling Contribution and Connection

1.6 Many ordinary things happen, some as a consequence of how things have been set up in the first place, yet many things happen with intent (you mean them to happen and work consciously for them)



For example, helping a person to buy Christmas presents for their family members (perhaps the first time this has ever happened) or to assist another person to take others out for a meal. We would recommend to you to continue in this approach of combining the “ordinary” with deliberate attempts to help people have valued social roles and to share the learning about why and how to do this with all teams.

Learning, Growing and Developing

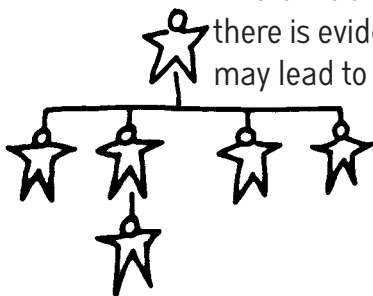
1.7 Where teams work and communicate cohesively, the learning of how this has been achieved could be shared with other teams

We recommend that meetings between Team Leaders and/or Support Worker reflection meetings or forums (e.g. for different Support Workers from different teams to share together) continue to have a deliberate “learning from each other” focus.

Usefulness and Relevance

1.8 We feel that you should keep going with the present structure of the organisation, which is a very useful and relevant way of delivering service

We also think it will be essential in the longer term to keep looking at where the structure may be limiting creativity and delivery. For example there is evidence which shows that the autonomy of some staff teams may lead to assumptions about change.



1.9 Also not all Support Workers will understand the structure and how it works and may have other ideas about how other organisations work – they need to know how to use the structure to their advantage

The flattened hierarchy structure of the organisation is unusual and needs to be fully understood by all staff to allow them to explore and extend their roles.



You are an adventurous, adaptable and creative organisation - keep this up, it's making a big difference.

PART TWO

Here, we are highlighting current areas of work that could be improved further.

Learning, Growing and Developing

2.1 There is some good work on identifying and using staff gifts and strengths and developments are happening in this area

Please continue to explore new work in this area. Perhaps a gift audit would be a useful tool to help recognise staff and people's strengths and skills.

2.2 Not all supervision is as regular or frequent as it could be

Although much supervision happens informally, it doesn't have that name and staff may not perceive this approach as being supervision. We note that an approach to supervision is being developed and would like to see adequate supervision for all staff using some kind



of universally understood structure and process that all supervisors and supervisees understand.

2.3 Not all workers are fully aware of the organisation's vision and we recommend that ways to help transfer the values are explored

2.4 More involvement in decision making is already an aim and participatory management is the way forward

The flattened hierarchy means there is less opportunity for promotion for Team Leaders. So we recommend that Team Leaders have the opportunity to take on developmental roles of different types (these may be time limited or project related) gaining more opportunities for growth and development.

Uniqueness and Diversity

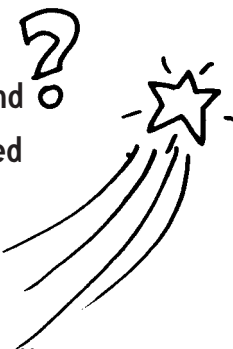
2.5 Some of the work being done by teams without much external advice or support has led to very good and relevant work happening to meet people's needs

There are examples of excellent collaboration with external support staff of a specialist or objective nature. We would like to see more recognition of when services would be likely to benefit from collaborative working. Looking at messages that validate collaborative work teams have done, so that external help isn't seen as a failure will help to make good use of important external help and use this responsively.

2.6 People are kept safe and listened to and trusting relationships are key to this

Service Managers and others look seriously into situations where people may be unhappy and keep in mind people's vulnerability. However we would recommend that although this seems to be working, perhaps processes could be developed so this could be more systematically monitored.

2.7 There are good approaches to balancing people's autonomy and safety but we think that clearer or structured agreed mechanisms within services would make this a safer and more empowering process for staff and people

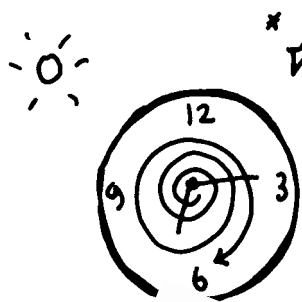


2.8 We observed that team's feelings of vulnerability and confidence around safety and autonomy are varied

We recommend that ways to help staff deal with these feelings and take action on them is looked at through supervision. Also the response to workers who are finding it difficult could be speeded up.

Power

2.9 In terms of hours and amount of work, we can see that it's sometimes to the benefit of the person supported to have a small, dedicated team



Nevertheless some expectations of hours/work staff are putting in is too high for long term sustainability (this has been noticed negatively by workers from external agencies). We recommend that as the organisation has moved from its initial high growth phase that it now refocuses on the balance between team size and workload as a core priority.

2.10 Negotiation is affected by Team Leaders knowledge about budgets

Team Leaders awareness of this can be limited by various factors. It is important that Team leaders have the right and adequate knowledge to enable them to negotiate on team cover and use of the budget.

2.11 There are positive and highly creative approaches to keep the budget under control and to have a say and control of that, close to the person, as well as to use the budget as efficiently in the person's best interests

At present, some confusion and lack of clarity exists for Support Workers and Team Leaders about how the money is working. We recommend that you develop ways to explain how funding is managed and controlled, for example Team Leaders need to know more about the variety of ways in which funding is sourced, used and why.

2.12 Differences in Team Leaders styles are to be expected but there are also differences in how Team Leaders stand in their rank and occupy the leadership role

Two areas of leadership are needed in teams: task leadership and social leadership (helping people feel supported and a part of something).



We suggest that you continue to work on rank and status issues associated with the Team Leader position and clarify their various roles within teams, with family members and with the wider organisation.

Power and Learning, Growing and Developing

2.13 Teams work in different ways and the emergence of the way to work varies

This is influenced not only by the values in the organisation (its culture) but also by the flattened hierarchy approach (its structure). We wonder if a better understanding of the organisation's hierarchy and how roles and delegation will need to overlap and be flexibly negotiated could be more talked about and communicated to people at all levels.

Right Relationship

2.14 Multiple roles and relationships are held by some people around the person supported because of the way the service for them is designed, and this successfully advantages the person

The resulting complexities are worked with sensitively. We recommend that the organisation continues to develop its learning in this area and shares this.

PART THREE

New areas of work.

Power

3.1 Team Leaders can be pressured and sometimes might feel that there is 'no break' in the work as they can be on call always

We recommend that now, as the developmental imperative lessens and it is likely that Service Managers will have more time for other matters, then a fresh look at Team Leaders on permanent call could be undertaken soon.



Learning, Growing and Developing

3.2 Reflection is valued in the organisation but time for teams to do this is rare

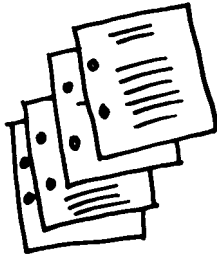
More space to reflect might be useful.

3.3 Teams often have only sketchy visions for how they are to be as 'teams'

We recommend that this could be explored and developed more and from that learning some teams could be seen as a learning resource for others.

Uniqueness and Diversity

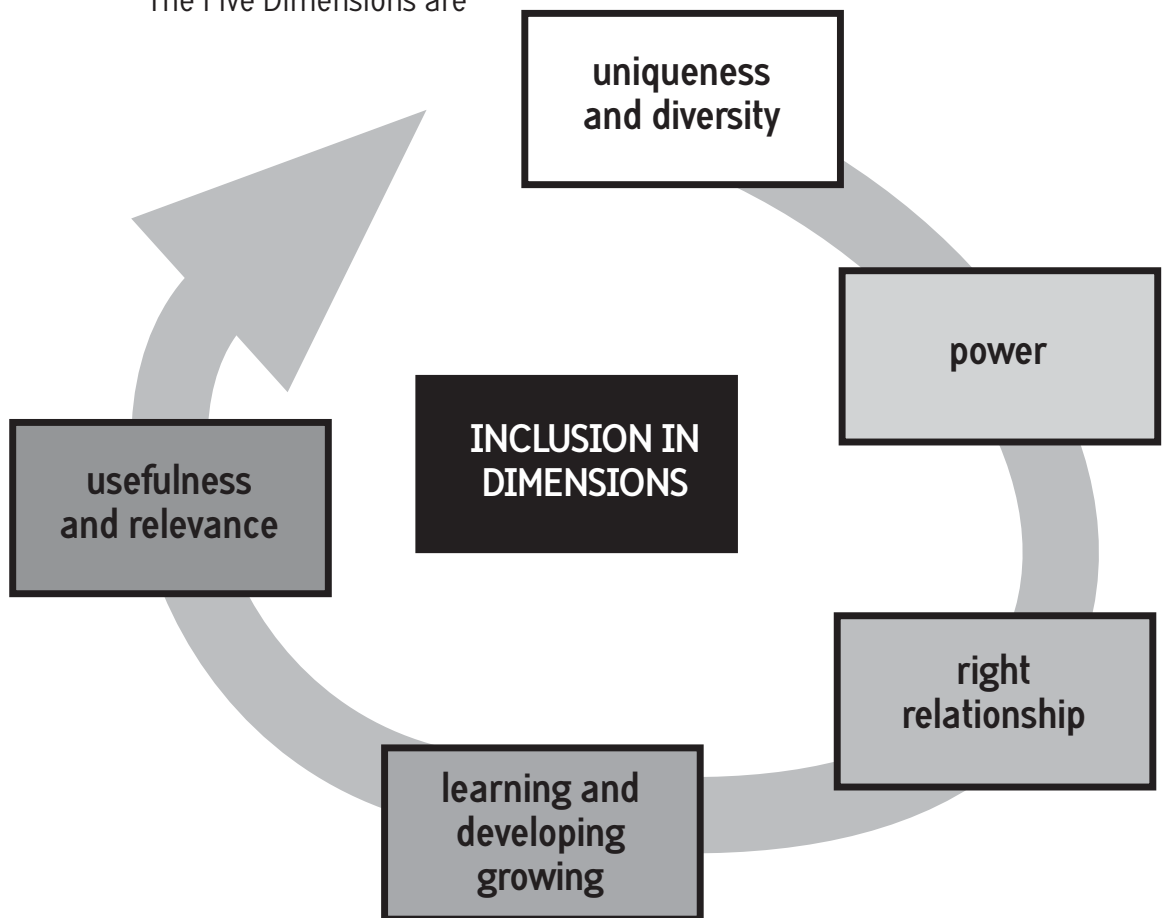
3.4 We recommend that a wider approach to "diversity issues" be explored in terms of active policy formation in order to back up the diverse and valuing approach already seen in practice



An Analysis of Five Dimensions of Person-Centredness

The “Five Dimensions” look at ‘what’ the organisation is doing and ‘how’ it is doing it. The information we collected through interviews, reading and observing is filtered through the headings and our summaries of this process are contained in the following headings and sub-headings.

The Five Dimensions are



Uniqueness and Diversity

“The acknowledgement and understanding of the uniqueness of each person is central to person-centred work. Although all human beings have needs that are similar we are also uniquely different from each other. We are different in terms of the qualities that make us who we are. We are different because of the life experiences we have had and the needs, wishes and desires we have.

This part of the evaluation looks at how the particular unique qualities of people are considered within the organisation. We also attempt to recognise how the organisation welcomes and recognises these differences whilst celebrating diversity. Our uniqueness is found within our diversity.”

From the Five Dimensions of Person-Centred Services

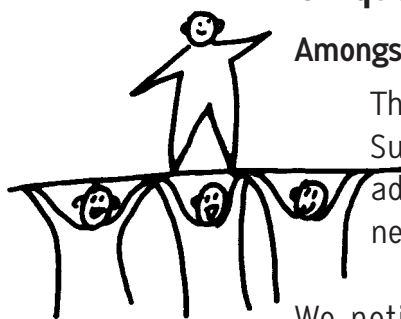
Uniqueness of Support

Amongst the people supported

The main and most usual support people get is from a paid Support Worker or Team Leader’s time. Some people are additionally supported by others like advocates, music therapists, neighbours, family members and friends of support staff.

We noticed a number of unique responses to needs such as communication, fears, risk taking and facilitative relationships.

In particular we would like to commend the quality of relationships between supporters and people served. Creativity around how support is delivered is unique- with a learning focus and staff working flexible hours to meet the person’s needs or routines.



Within the Organisation

The organisation shows unique responses in how it supports staff. For example, it employs psychologists to target team training needs, while other staff teams find their internal solutions.

There are however gaps in the delivery of formal supervision; there is a general lack of understanding of the purpose and processes of supervision. (It was noticed by some people outwith the paid team that supervision was not as frequent as it could be).

Enabling Contribution and Connection

For the people supported

We saw some excellent examples of people's gifts and strengths being used to enable contribution and connection such as voluntary work or working at grass cutting etc. The way that people were spoken so well of and the thoughtfulness we noticed about how people were talked about, was commendable. Person-centred planning tools are used to explore the future, although we didn't hear any stories of people using these tools to utilise people's gifts. Despite this, we commend the background attitude that might be expressed as "people's lives are not to be wasted and everyone is needed". With this attitude, it is more likely people will be connected into their community.

**“All behaviour is
communication”**

a support worker

In the Organisation

There is evidence that the gifts of staff and their strengths are being noticed and consciously utilised within teams and by managers. This is not universal within the organisation and it is not formally supported by the structures within the micro-culture within the team. The individual gifts and strengths can be well used as teams work it out themselves. There is an expectation or belief in the central management team that Service Managers will work to their gifts. We think there is sometimes a gap between the Service Managers and their knowledge of support staff's gifts which may further their contribution.

Aspirations and Preferences

Amongst the people served



It is expected and welcomed that people will have aspirations and preferences. Where people are expressing aspirations/preferences these are being listened to and pursued.

In other cases staff/people are exploring the person's aspirations using a process of trial and error and structured risk taking.

There is evidence of planning and following up of coincidental aspirations whilst capitalising on opportunities as they arise.

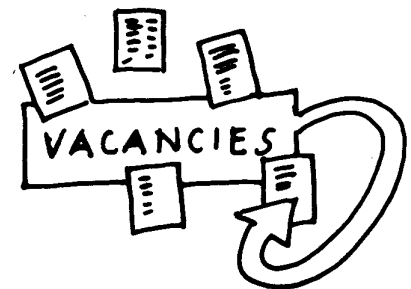
We would expect deepening and enriching of this work as the paid workers and managers get to know the people they support better over time.

Within the Organisation

We found evidence that the aspirations and preferences of some staff have been listened to (around personal development and qualifications) and responded to.

Some staff aspirations to move from a Zero Hour Contract have been met, but there is still some uncertainty over the future of other staff moving from Zero contracted hours.

There are positive examples of staff pursuing other interests or careers and being supported with these aspirations by Partners for Inclusion. "Staff" leaving the organisation mainly do so with an exit strategy that leaves the door open for them to return.



34



1



A recent survey of 70 staff members has shown a commendably high satisfaction level:

35 were very happy in their work

34 were happy

1 not entirely happy



Specialised Assistance and Support

People are getting a range of specialised assistance and support, some of this is individualised and some is off the shelf. There appears to be a healthy balance between the two. Even some of the off-the-peg services can be individualised to meet people's needs, for example music therapy, chiropodist and therapeutic workshops.

“Supervision is vital for our service to be effective”

a Team Leader

We saw some excellent examples of communication being developed by existing staff teams themselves, with little support from communication specialists. Risk taking is seen as part of everyday life and staff are not afraid to persevere with risk-taking. In the services we visited there was responsive tailored risk-taking this is to be commended.

We found a couple of examples of staff receiving specialised support. A psychologist has been employed to support staff to enable them to continue working with the person they support despite the emotionally complex background to that person's life. Staff that are training and studying are being paid to have time off for study leave. Others have access to a 24 hour on call support structure.

Recognition of Wounds

We discovered that a number of wounds/hurts are held in common by many of the people we met.

(The word wounds is used here to describe particular hurts that are related to people's experience of human services – see The History of our Institutional Models by W. Wolfensberger 1971)

People have experienced:

- Separation from family
- Family tension/relationships
- Reputations and labels
- Exclusion
- Lack of friendships
- Abuse/self harm
- No private life
- Lost years
- Institutionalised life
- Fears and anxieties not treated
- Material deprivation
- Long term significant experience of very unsafe situations
- Being misunderstood

We noticed that Partners for Inclusion recognises the person's life history and woundings, and teams are acting sensitively to minimise further hurt.

There are commendable examples of work to help , e.g. counselling work or changing support to help alleviate anxiety. Across the board great attempts are made to work with the whole person not their reputations or labels.

Team Leaders are more likely to be proactive around wounds than Service Managers.

In teams there is recognition that the work is difficult, challenging and stressful. Teams are sensitive to how they support each other emotionally.

Recognising and meeting difference

A central ethos of Partners for Inclusion is about recognising difference and accepting people for who they really are. There is a range of people

supported in terms of age, gender and life experiences. We noticed some excellent examples of people being matched with people who were 'like them' in terms of cultural background and/or personality styles/interests. We didn't pick up any information about sexual orientation or ethnicity support issues in terms of the people we met. However we also noticed that the organisation is not at present deliberately seeking out people from particular minority groups.

Power

"We all know what power is, or at least we think we do. Usually we recognise the power that others have but not our own. Even reading this many of us will think, "well I don't have any power", but we all do. The power we have in any given moment will depend on numerous factors, some of which we engage with in this part of the evaluation. Our power varies from situation to situation and from place to place.

Many people who use services have experienced minimal control or power in their lives and person-centred and inclusive services have an obligation to address this imbalance, creating the conditions that enable people to become more powerful. This requires attention and awareness. Powerful people are less easy to manage, they don't do what you want and this makes the management and organisation of services more challenging.

Abuse of power can happen in many ways and on many levels. Abusive practice can be wide ranging, from discriminating against someone by not acknowledging what they communicate,

through infringing any one of a person's civil or human rights to physical, sexual or emotional abuse. Day by day it is often hard to notice and address the small misuses of power that take place throughout services. These are significant because they give an organisation clues about where improvements around issues of power can take place. This learning can begin to change the culture within an organisation, benefiting everyone"

From the Five Dimensions of Person-Centredness

Being Listened and Paid Attention To

About the person supported

There is an expressed willingness to be led by the person who receives support – people at different levels are saying clearly that this is what they want and what they are trying to do. Everything we saw across the services confirmed that people are being listened to, in what they say and through observation and attempts to understand their behaviours. This listening influences the service to adapt to the person. We also found examples of support arrangements changing in response to the person despite time, investment, and planning, that might have been in a different direction - for example people being listened to and respected and body language being listened to.



“It's not a long time, yet he's so much happier in himself...grinning from ear to ear...he knows it's his house”

a family member

We found evidence of thoughtful approaches being used to help motivate and persuade people, whilst staff are also really paying attention to when people say “no”.

“He appears confident but isn’t - now he’s really gaining in confidence... it’s because of the way he is being treated”

a family member

About the team

The evidence is more variable here, there are examples of the teams listening to each other, and Team Leaders listening to the team. There are variable degrees in which the Team Leaders feel listened to by the Service Managers, some more than others.

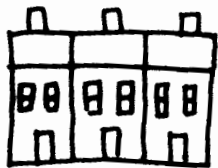
We noticed that the Team Leader’s position is crucial to whether good listening happens or not.

About the families

The families we met do feel well listened to.

About external agencies

We have good evidence that the external agencies we talked to feel listened to by Partners for Inclusion. There is evidence that the concerns external agencies had regarding the support staff to match to the person has been welcomed as positive information by the organisation. Work is being done to resolve and explore issues when they arise.



Involvement in Decision Making

About the Person

Throughout different levels within Partners for Inclusion there is willingness and desire to involve people in decision-making processes. There are good examples of people being thoroughly involved in major life decisions about where they live, - for example, a person viewing a number of properties before they decided on which one to accept.



Where people can and want to be involved in recruitment, this happens except in one instance where the person did not have the final say and could have had, but a family member did instead.



There are good examples about people being involved in decision making around their household for example: what to have for tea or who comes into their home.

However this is not universal, e.g. one person and their team do not feel in control of who enters the person's house.

There are some examples of the team or the wider organisation remaining in control of decision making because it is seen as in the person's best interest at the present time perhaps because of life history, or mental health or general health issues.

There is a thoughtfulness around finding the right pace for the person and in involving them in the decision making process.

There is respect around people standing up for themselves, which is seen as a positive, progressive development.

About the staff

The organisation is serious about involving the staff at different levels in the decision making process. As time goes on, forums are emerging to help with this, for example there are working parties around supervision and sexuality.

Support Workers feel involved in decision making around the person, whilst there is an acknowledgement of the importance of the Team Leader's role within this process.

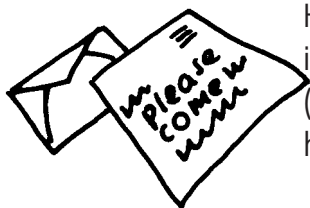


This new approach to participatory management is to be commended.

About the families

Families are encouraged to be involved in team meetings and the decision making process.

Some families are involved in the recruitment of staff. This involvement varies on whether they want to be involved or not.



However we have one instance of a family that would like to be involved in the recruitment process but have not yet been invited (or maybe are unaware of the invitation), although they do speak highly of the staff that have been recruited.

Negotiation

About the Person

Communication issues exist for a number of the people supported, which makes negotiation difficult. There are a few examples where the opportunities for negotiation have not been taken up but could have been. There are some examples where the service design states that work is to be carried out in a certain way although teams felt unclear about why this was or how the decision came about.

We observed non-verbal communication being used in the negotiation process - although staff teams didn't have a language to describe this.

About the staff

There are active and productive negotiation processes happening within teams around managing rotas and work to be shared.

The contract situation is "live" and sensitive for lots of people and some feel aggrieved although it doesn't have an impact on their dedication to the job. The successfulness of negotiation of a "zero contract" depends on a combination of the initial bargaining condition, the negotiation skills of the Team Leaders or Service Managers and the amount of supervision people receive.

However some staff state that there is no negotiation around this. Some staff have asked for assertiveness training and this will aid in the long term negotiation within the organisation.

Control over Resources

About the person

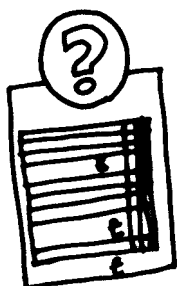
A theme emerged where the person supported is spoken of as leading the team or as the “boss” In another service the person controlled the time they have with staff who leave when they are asked to thereby giving the person more time alone.

Housing is separate from support. Not all funding is individualised yet although budgets are.



About the staff

Budgets for people are controlled on a daily basis at Team Leader and team level. For some there may be set available weekly expenditures with agreed authority to spend so much above this.



Team Leaders have different amounts of information about the budgets available to them; we wonder why there is variety here?

There are some issues around the control of budgets and the impact on the individual staff terms and conditions.

Bank accounts have two signatures and are audited and available for scrutiny by outside agencies.

Rank and Status

This heading explores power issues as they relate to question of Rank, Status and Privilege as expressed in the work of Arnold Mindell⁴ – which explores the dynamic of conscious and unconscious power in relationships.

About the person

There is a matching process between the staff and person supported that is mindful of rank and status issues.

⁴Mindell A., (1995) Sitting in the Fire, Lao Tse Press

About the staff

In organisations where there is diversity of staff (for example, age, background, and being related to the person supported are common) then rank and status issues or conflict would be expected.

Rank issues in the teams may need a little more awareness.

We did not come across discussions about this area per se, while some Team Leaders are not clear about their role or the clarity of their rank. Service Managers are clearer about their role and rank issues.



Role Clarity

About the person

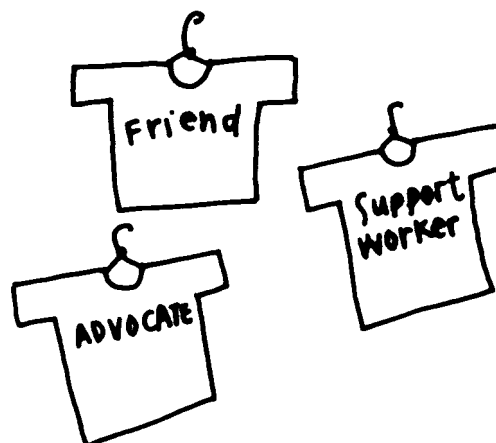
Support workers in a number of different services are spending time with the person they support in ordinary social ways. Some of this time may be when they are not in role as 'support workers'. This handling of dual roles seemed well handled and not likely to compromise the relationship.

Networks evolve naturally often building on the connections that people and staff have and relationships that emerge are encouraged and supported.

Relationships are viewed as important, for example: One person supported sadly died and the team that supported the person has kept a relationship with the family.

About the staff

There is a lot of evidence showing that there are multiple roles as friends, Support Workers, Team Leaders, family circle and advocacy roles.



We found that people were generally clear about their roles and responsibility for example; people related differently when on time off, also family members of staff may become friends with the person supported through their own choice and are clear of what their roles entail.



We would commend the organisation, central management team, Team Leaders and Support Workers on their clarity, creativity and in the examples of the hard work they demonstrated in this area.

It is clear that staff may have a number of roles from paid worker to friend and any or all of these roles are supported by Partners for Inclusion.

The degree to which Team Leaders are clear about their role varies. Some Team Leaders aren't clear about their roles in connecting people into community life and taking part in induction. This may be influenced by the way in which information sharing in the organisation between Team Leaders, as well as the amount of administration time available to the Team Leader. The Team Leader's pivotal role is one of the most important roles to get right.

About the families

In the services we saw the families we met seemed to be clear about the roles of staff. In particular, where there is significant family involvement in sharing the support then this clarity is crucial and contributes to the overall quality of support people receive.

Right Relationship

“This term has been used by some writers recently to describe the nature of relationships within a service which is trying to be person-centred and inclusive. That is how we are using it here, to help us identify and describe successful inclusive relationships. Relationships are an essential part of being human and often need our undivided attention to succeed.

We are using this heading therefore to identify 'Right Relationship'; some of the factors that help us recognise if it is there and what helps us get it right.

The first thing to remember is that all relationships matter. We have to be mindful of the relationship throughout the service and not only of those between front line staff and the people using the service. We all know that how we are treated will influence how we treat others. In person-centred work we know that the road is as important as the destination, being person-centred has to be organisation wide. 'Right Relationship' should be supported throughout the service, not just attempted at one level."

From The Five Dimensions

Authenticity

We feel that within the ethos cultivated by Partners for Inclusion, there is a high value attached to honesty and authenticity – saying what you mean and being clear. This was evidenced by our observance and participation in conversations with over 50 people. People have a refreshing way of expressing their thoughts and feelings. We found this within different groups, team members, families, external agencies, people that are supported etc.



One example to illustrate this point concerns a staff member leaving the service. It was all right to feel OK about a staff member having to go from the service, even although they had a good relationship with them it was not going to work out with the person they supported. We wondered if this was indicative of clear messages coming from the top down within the organisation; valuing trusting relationships throughout the service.

People appeared comfortable, contributing openly and honestly without fear of comeback or fear of being judged, there was a refreshing absence of jargon. We saw very authentic communication between Support Workers and people who use the service; we also saw this with people who used non-verbal communication and this is to be highly commended. For example, after great efforts a worker was unable to understand a new word that the person was using but it was handled in a way that helped the person know that the worker wouldn't give up in an effort to understand and that it was ok to comeback to this.



Some teams feel they are being stretched and even exploited at times when they are asked to work long hours. This can have an effect of making people feel less loyal to the organisation (not the person) or alternatively judged if they are unable to do this. Authenticity may be limited at these times.

Sticking With

Sticking with is a term used in The Five Dimensions to explore the relationship between an organisation and the people supported. How do people know they are accepted and not-rejected by the service and in what ways?

“I believe it has worked really well. We have had no readmissions - it's been excellent...I am pleased with the outcome.”

a senior social worker

Although it might be expressed in different ways there is a common theme in Partners for Inclusion that emphasises that “sticking with” is an essential part of a good service. The organisation will work with people who have severe reputations who have been rejected and not stuck with in the past.

There is a “getting it right” approach here, where the organisation will take time to find the right match or approach to make the support work. There is a belief around in the organisation that the right way to support the person can only be learnt and discovered by sticking with the person. There are many good examples of Partners for Inclusion supporting people where there are risks to the person and/or difficulties with neighbours etc.

Some staff feel differently in their relationship with the organisation. The organisation does value their staff but some staff feel it takes a long time to get the support they are asking for in difficult times.

We came across two examples of Partners for Inclusion keeping the door open for staff who have left, enabling them to return without judgement.



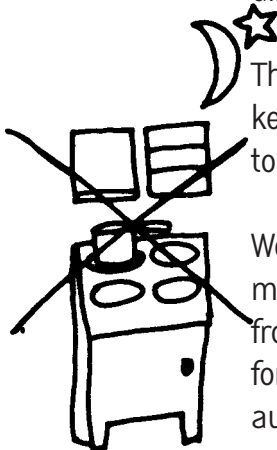
Safety and Autonomy

There is a striving and open approach to find the right balance between safety and autonomy (or what's important to the person and what's important for them). Risk taking is approached carefully whilst not discouraged and there is a favoured attitude to risk taking, for example people say “one failure or problem shouldn't influence things too much”. There is an “ok - try again” approach and mistakes are avoided but also seen as learning experiences when they do happen. The overall approach we picked up on in most services emphasised a thoughtful and considered approach to risk taking.

“...he’s more calm and settled, his communication has improved in leaps and bounds and he’s in much better health.”

worker from external agency who knew the person before Partners for Inclusion worked with them.

We were told being ‘person-centred’ may mean taking power away, while being honest about that, for example it was important for one person to have their sleepover increased and although they disagreed the organisation was honest and made successful efforts not to disempower them, it used clear processes to do this.



There are other examples of people’s confidence increasing whilst being kept safe. One person is successfully supported to use wood working tools and this is helping his self esteem and confidence.

We found staff were open to dialogue even when the process of decision making was less clear, for example in one situation a person is prevented from using their kitchen at night, whilst staff are asleep. This may be for health and safety reasons although this has an effect on that person’s autonomy and may require further exploration by the team.

Some staff teams have a lot of autonomy in their work, Support Workers make decisions and try things out for themselves. For example, one person has been supported to work at a community resource and this was researched and initiated by the Team Leader. Some other teams are reluctant unless the Team Leader has given them the go ahead.

There are differences in teams around the scope people feel they have to try new things; therefore there are differences in how safe Support Workers feel to try new things. There is also variety in teams of boundary setting by managers about what people can or cannot do.

Benefit of the Doubt

Here, we are exploring how relationships are given the benefit of the doubt, building trust between people, and how everyone is helped to see the potential in the person served.

Very positive efforts are made to speak well of people without labels or jargon. It's "people first" not disability or support needs that are in focus. Conscious approaches are used around positively representing people, including people with severe reputations and whose behaviour is challenging. There isn't naivety about people's reputations, just hard work to unpick these reputations.

We felt an openness about this, which doesn't gloss over issues, staff are positive about people they support. This is a top down enthusiasm for seeing the best in the people supported and to bring this out.

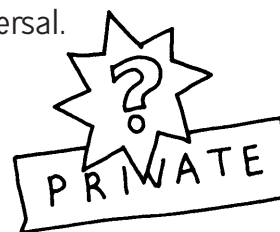
Benefit of the doubt is more difficult to sustain if teams feel less supported in difficult times. Staff who have left do sometimes come back to work for Partners of Inclusion, and are given the benefit of the doubt.

It is recognised that in some teams people are given the benefit of the doubt when risk taking, but this is not universal.

Boundaries and Privacy

About the people who are supported

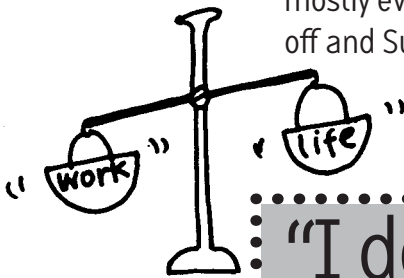
There is some mixed evidence around this. In many of the situations we saw, staff respected boundaries, by, for example, knocking on doors; not entering people's bedrooms without permission, and in two cases, never entering the person's bedroom; staff introducing themselves when entering the house; people and staff answering the door together. We also noticed that at times staff and others did not knock or seek permission on entering a person's home.



Amongst teams

Different teams/services seem to have different rules around personal space and such like, which is to be expected, provided it is for the right reason.

Staff are allowed to find their own boundaries and ways around involving their personal lives in their work and are not pressurised either way. We have concerns over staff achieving a work/life balance which is mostly evidenced by Team Leaders reporting being “on call” on all days off and Support Staff working very long hours in some cases.



“I do feel valued...I have been given a contract of employment and my Service Manager does small things, like writing thank you notes, that make a difference.”

Respect and Equality

Overall “respect and equality” is present and operating very well in a variety of different ways, and in nearly all relationships it is not an issue at all. We found not even a hint of any “blaming” the victim culture here, even in very tense and difficult situations, where there may be challenging behaviour. Where staff could be at risk we found people were treated respectfully, behaviour was understood to have a meaning and to be explainable and hurts were forgiven.

We observed and also have heard about respectful relationships. Support Workers took time over communications and interactions. They thoughtfully, respectfully and mindfully recognised equality issues, within the organisation and in relationships with external agencies, families and care managers.

If things aren't working or are needing to change it's usually the Support Worker or Team Leader who question their own approaches and not the person whom they support. However there are anomalies in how different employees experience being in the organisation. Opportunities for reflection, team meetings and team building are seen to reside more at Service Manager level rather at Team Leader or Support Worker level.

Also there are terms and conditions and contract issues. Also, some teams in Renfrewshire feel far away from the centre of the organisation, some think this is ok others not. Overall there is a feeling that workers are trusted to be competent and feel respected in this way. Although some who are seen to be very able feel overburdened. A new approach to participative management is being introduced which will help. The balance of respect and equality for Support Workers and Team Leaders is not so well achieved as for the people supported yet people are often held in high esteem for the work that they do.

Learning, Growing and Developing

“The development of any person-centred and inclusive service will have to take place within the existing social care and welfare system and, as a result, it will be influenced by that system and its history. Historically, services have grown up influenced by the values and beliefs of the past and within different paradigms. They all influence how the organisation functions. Some of these historical values and beliefs will be at odds with those held by the service we evaluate.

The approach to learning and development that exists within the service is of crucial importance.

Many practices, systems and procedures may make the person-centred or inclusive provision of services very difficult. Many barriers may exist in the social care and welfare system to the implementation of inclusive goals. So, in this part of the evaluation, we are concerned with how the service itself is learning and also what it does that helps individuals within the service to learn, grow, develop and change.”

From the Five Dimensions

Clarity of Vision

About the person supported

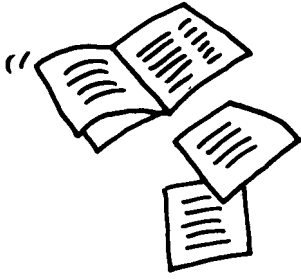
Teams operate around a vision for the people they support. Family members, workers from other organisations and Support Workers have shared visions about what they are trying to do.



Vision is explored and developed through shared goal setting and then monitored how people react or change.

“I think that teams should be looking for opportunities for the individual, after all they know them well...and the team have really fitted that bill.”

a care manager



The “working policy” document is seen as a driving force. Support Workers are expected to influence the working policy (though some feel they don't do this to the degree they would like).

The vision is reviewed regularly in some teams but this varies. Team meetings are open to the person and their family and the vision is discussed at these events. Not all Support Workers get to contribute as much as they would like.

About the teams

Teams are less likely to have an articulated vision for how they are ‘as a team’ – or about how they are to behave or develop as a unit. Most teams didn't have a vision in fact. We heard Support Workers express hopes about team work for example but little evidence was found of teams working visionally about themselves.

About the Organisation

The organisation as a whole has a strong ‘values-led’ vision. The Director is referred to by others as ‘visionary’ or as ‘oozing passion’. We notice a strong coherency between the vision expressed by senior managers one from another. i.e. they agree on the vision and what it is. The vision written in ‘official documents’ like mission statements and business plans was also similar to the vision people speak about in conversation. These clear messages delivered by managers might help explain how the vision is shared by others at different levels.

“I'm so proud of him and
of us too.”

a Team Leader

We want to remark about one aspect of the vision in that it is seen as essential to be values led in order to provide the best service and yet the “principles are not dogma”. Here, principles are guidelines to help get the RIGHT BALANCE in supporting the person and that is also a goal.

The Space to Learn and Grow



Here, we are exploring the space that people and workers have to learn and grow. In our research we discovered that there are a variety of forces working to create space for learning and growing and others that work against.

Many people are learning and growing because the team around them are thoughtfully exploring how to provide new experiences and skills at the right pace for them. Although some very useful learning processes are happening some people are not benefiting from specialised learning advice as yet.

“They are really enthusiastic, lines of communication are always open and I always get good feedback.”

an external therapist

In the “allowed-willing-and-able” triangle analysis below we notice a range of forces that effect teams differently. So some teams have the benefit of the training programmes whilst also feeling willing and allowed to implement their learning and develop their work, while others might get the same information or learning but be less likely to implement. We didn’t have time to explore this as much as we would have liked and suggest that further work here might be of use.

Decreasing ALLOWED space

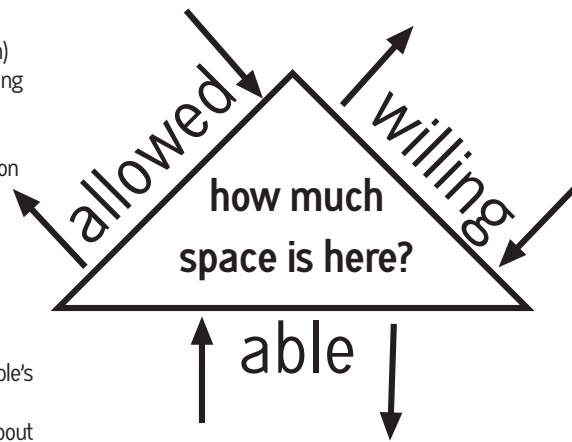
- When some teams feel overburdened or don't want to do things wrong
- People can be seen as less
- When the organisation expects/demands a lot causing reaction
- Some situation are very complex and people may feel tied in knots by values and dilemmas
- Team meetings irregular or cancelled
- Teams left understaffed while the 'right' worker is sought
- Lack of formal supervision
- Working policies not used as productively as they could
- Negotiation not well supported
- Teams feel unable to question the culture
- Reactive
- Communication (managers don't see people enough)
- Poor problem solving processes or experiences

Increasing WILLINGNESS

- Messages saying "you can make a difference"
- Support from each other in teams
- Positive team mates and Service Managers
- Length of time person supported is known
- Training that fits
- Understanding the 'rewards'
- Financial gain
- Devotion to the people supported and knowing it's all right to do this or show this
- Peer support Team Leader to Team Leader

Increasing ALLOWED space

- Make it fun
- We don't want to be labelled (at induction)
- Drip feeding - allowedness at the beginning
- When messages are given that it's OK to learn from mistakes
- When decision making closer to the person
- Respecting learning
- Debriefing and overcoming fears
- Staff input being valued
- Thinking about rescue
- How managers speak to people
- Helping negotiation
- Giving people the real background on people's lives
- Messages from other Team Leaders about what they are doing



Decreasing WILLINGNESS

- No finance i.e. own salary
- Lack of support
- Lack of other staff
- Confusions disputes with families and their involvement
- Being asked to do something you don't think will work or you know the person supported might not enjoy
- Communication problems
- Being tired - too many hours
- Other teams members are negative
- Relationships not working
- Lack of training, experiences or relationship with person supported

Decreasing ABILITIES

- Worries about tight training budgets
- Staff not always confident to say what they need to learn or express where they need help

(NB. Increasing assertiveness training will help with above, also tensions between organisation needs and wishes and those developed in teams may be feel contradictory)

Increasing ABILITIES

- Assertiveness training wanted
- Having a training co-ordinator
- More conversations discussion on keeping everyone safe
- Training around
- Backlog of core training being reduced
- When decisions are made in groups
- Supportive colleagues
- Becoming more self-sufficient within organisation to in house training. More discussions more growth
- Exploring peoples skills and sharing them
- Getting better at recruitment
- Lynn Segal from USA influencing participative management - questionnaires etc..
- Whistle blowing policies
- New supervision and appraisal system

Information Awareness

We found an emphasis on learning and general openness to information. This is evident at different levels in the organisation where we found a willingness to look for information from different sources, e.g., evaluation questionnaires, team meeting agendas, working policy researches, world leaders and training courses and also through the ALTRUM network (a group of organisations throughout the country who are learning about inclusion and supported living).

“I’ve discovered my son knows a lot more than I thought he did.”

a family member



The central management team meetings appear to be a healthy mix of project management task oriented time and shared learning and exploration. Some teams have mechanisms for sharing learning using discussions and also systematically exploring their record keeping for themes and solutions finding. We noticed a willingness to work with and seek the views of others like family members, other professional and care managers about what was working and what they thought of the work that was being done.

“[the other service] ...treated us like we knew nothing, as if we could only be a source of unrest for them - now it

feels like we are talking the same language.”

a family member

Formal Training

Amongst the people, there are different focuses on formal training depending on the person. This individuality is good though we have no evidence of groups of people learning together or going on training.

“Partners is good at training (specific and general)...when we requested...we got it.”

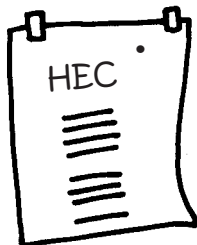
a support worker



There are very good examples of a range of trainings being used with staff, we noticed the following types



- Induction
- Compulsory (e.g. health safety)
- Accredited
- Practice improvement



- Individualised around the person (e.g. a day on autism)

We recorded the following trainings as having happened recently – health and safety, hygiene, first aid, moving and handling, epilepsy, SVQ and Higher Education Certificate, C.A.L.M., Breakaway, Person-Centred Planning Facilitation, Sexuality, Management Trainings, Autism training.

Applying for training and “being a learner” is looked on favourably and many Support Workers know this. There is a developing programme to seek out learning needs and a sense that training is highly valued and encouraged. We were unable to discover if family members and or the people supported are also attending the same courses as staff.

Applying Learning

There are several formal mechanisms for applying learning, e.g. a learning cycle analysis is being developed and at the organisational level a training for managers is in place. A few teams are applying their learning systematically, and reviewing the implementation of their learning in team meetings, with set agendas and record keeping but this is not universal.

Some Support Workers show a lot of excitement and enthusiasm about their learning and enjoy passing it on to their colleagues. A lot of useful learning is happening informally.

Reflection

There are lots of examples of reflection throughout the organisation at different levels. There is a mixture of formal and informal reflection. The more formal reflections or meetings, away days and “peer supervisions” are happening higher up the organisation. Reflection is less likely to happen at the team level.

Communication

As mentioned earlier there is some excellent practice supporting communication with the people served. There are opportunities to share this learning amongst teams and to use other methods. Opportunities to get more expert help are not pursued in all teams.

“Supervision is vital.”

a Team Leader

There are diverse decision-making and communication patterns in teams. Factors influencing this include the experience or length of

service of the Team Leader, the working shift patterns, the number of people needing to be communicated with and the management styles in operation.

“...the reaction to an incident has gone well...I was told right away and kept up to date...it is important that the person’s vulnerability was supported and they did this.”

a care manager

Some teams are communicating decision-making in the round almost all the time, while other are using approaches that keep the Team Leader as more central and as the main conduit for information sharing. We think that differences between teams are OK but there is limited awareness or exploration of how communication is operating as a system.

“All behaviour is communication.”

Usefulness and Relevance

“This section is concerned with how are things hanging together?”

Everyone has needs. The needs we have vary over time, our priorities change, we reconsider what is important in our lives and perhaps (if we can) adjust our lifestyles accordingly.

How a service understands the needs of the people it serves will effect how it delivers that service, how it justifies its existence to itself, how it attracts funding, how it advertises its services and so on.

How it understands need will be partly influenced by the beliefs that are held by key individuals in that organisation at the present time, as well as those views held by others further back in time, even in the formative years of that service.

As services are part of the wider society in which we live, the beliefs that exist there, about need, disability, health and so on will have a conscious and an unconscious influence. This definition of need, influenced in the ways described above, will then define the service offered.

Therefore, the support that the service has to offer will be more or less relevant to the actual needs of the people it serves.

Services will also vary in the flexibility they have to offer standardised, off the peg support and more individualised assistance. It's very easy for organisations to say they are being person-centred, yet very difficult to do. If the support is individualised well, it will be more useful to the people using it. It will be at the right time, for the right amount of time, in the right concentration.

The support people get will be more or less useful to them at any moment.

The way in which the support we get meets our needs has to take account of the fact that at some times we will need more support in some areas and less in other areas. The balance between being over or under-supported can be crucial to our well being. Too much support can lead to over protection, too little to neglect.

The support that people get will be more or less able to meet their needs over time depending on how and when it is delivered.

Human service organisations also have to make sense to the people who make up that organisation. This section also looks at how well it 'hangs together'. If it hangs together well then people in the organisation will experience less tension between what they are supposed to do (what their job description or managers tell them) and what people ask of them. If it hangs together well then the people who

receive service will feel a better 'fit', between what they need and what they actually get.

Services will make more or less sense; to the people using them and working in them, depending on how well what they actually do meets the real needs that people have.

From the Five Dimensions

The Beliefs and Assumptions and Worldview

In conversation and through our observations we noticed the following beliefs which are common in this organisation. (Not everyone would sign up with all of these but we think that most would.)

- Never be naive about the persons reputations yet staff must work hard to unpick them, being concerned and interested in 'people' is a reward in itself.
- People are worth the effort.
- Family can be given/has/can take power.
- We should be thoughtful and respectful about families relationships with people.
- Family's have the right to a good quality of life too.
- Relationships in family are important for us (e.g. one sibling strengthened her relationship with her mother).
- Belief in ethos of the organisation is right, yet the service provided must also be practical and flexible - creativity within the service is seen as essential.
- This organisation believes that people have 'rights' whoever they are.
- The organisation has a belief that they will keep on trying to get it right. Keep trying it until it works is an ethos.
- The people who make decisions should know the people – therefore the organisation has decided to keep its size minimal and its future growth small.
- The organisation believes people have the right to be in the community and place a high value on inclusion.

- The organisation will allow risk taking as far as the person supported needs to go.
- Working self out of a job is the final aim, recognising the means to an end is also not the end in it's self- "life is worth living."
- Honesty while learning from mistakes is essential.
- Find the right support, that's best for the person!
- Being able to say a spoon is a spoon.
- Partners for Inclusion "will do what it takes to stick in there with people".

The Needs People Are Understood To Have

We noticed a wide range of needs that relate to people's personal histories and vision.

- To be valued family members.
- To have more people in their lives.
- Assistance with communication.
- Control over space.
- To progress at the person's space.
- To be seen as who you are.
- To be valued as an individual and spoken well off.
- Safety overcoming fears or worries.
- Loved and cared for.
- To have own routine.
- To go out and about.
- To socialise.
- Have confidence.
- Independence.
- Financial and material wealth.
- Have a trusting, safe, known relationship with own staff.
- To be healthy and have well-being.

- To be stuck with e.g., no readmittance to hospital.
- To be productive, making a contribution and employment.
- To be understood.

Aims and Purpose of the Service

If the service did not exist we expect that many of the people supported would be placed back into institutions. One core aim of this service is to support people to live a meaningful life within their locally based communities.



Principles are not about dogma and being person-centred is about truly examining a person's life and helping to provide the right support.

“...she's really happy now...she has flourished through the choices they have helped her make.”

a family member

The service aims to develop honest relationships where it can and to be honest where sometimes they have got it wrong.

Part of the organisation's purpose is to work with the person around how to know how much power or responsibility they can take.

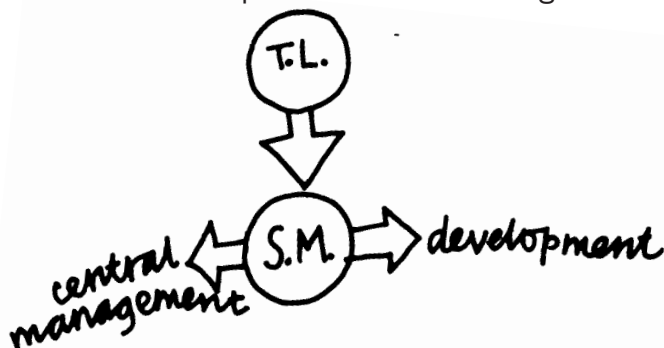
The service aims to find the right balance between supporting the person and enabling, autonomy while using the person-centred approach.

How everyone we met understands the purpose is completely coherent with the beliefs and the purpose “people” are understood to have. This means that the service ‘makes sense’ to people.

The Service Design and Structure

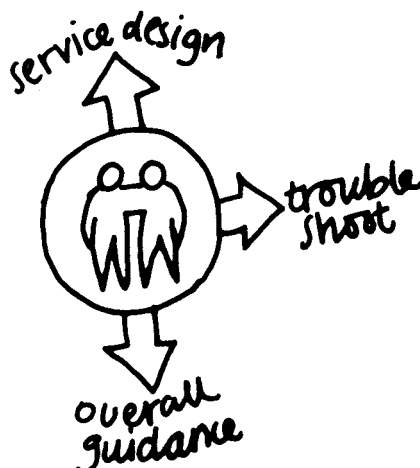
Partners for Inclusion is a service that is unique in design and structure.

It is designed to provide a supportive team that works in partnership around the person and is locally based in their community and it does this by matching people well, having a local Team Leader and having a wide view of what the team is - welcoming in various other assistance from families or external professionals and valuing different contributions.



Team Leaders are supervised by Service Managers. Service Managers are responsible for the overall development of specific services as well as contributors to the central management of the organisation.

The central team involving the Director and Depute can be seen as a core group who can influence service designs and also ‘trouble-shoot’ as well as offer overall guidance and shape the organisation’s day to day work.



Overall the structure makes sense in terms of the beliefs of the organisation, the types of needs identified and the organisation's aims. We discovered some issues that might be structurally related and which suggest further exploration of the structure after our evaluation but have no firm conclusions here yet.

The use of specialist supports or advice may be influenced by the tight team structure.

Communication amongst teams is variable and different systems are used, perhaps not enough peer learning processes at Team Leader level.

There is not enough space given to share information jointly with Service Managers, Team Leader and the team (maybe this is a consequence for the organisation having been very much in a development growth phase).

Checks and balances within the service design structure may rely only or too much on the Team Leader's relationship with the Service Manager - trust is to be valued but other monitoring does not go amiss.

A flattened hierarchy leads to a wider structure to work with and classically leads to role overlap and delegation - this is happening in the present structure.

People have to understand the structure and how different and unusual it is - otherwise expectations won't fit with what is happening on the ground.

Thanks again to everyone who contributed



Short Glossary

Person-centred Planning

“Person-centred planning begins when people decide to listen carefully and in ways that can strengthen the voice of people who have been or are at risk of being silenced.”

John O’Brien

Fast becoming a mainstream jargon phrase, person-centred planning started out as an active way to enable the increasing control of people who use services and their families in processes of change. As more and more services adopt the language of person-centredness and utilise these tools then the danger increases that they become a rhetoric not a reality. See, Black 2000 “Person Centred Planning - Why isn’t it happening as much as we would like”. (<http://www.paradigm-uk.org/articlesjrf.html>)

“Person-centred planning is not something you do to anyone but something that is experienced together with others. Planning in a person-centred way can be very useful for you, me, our neighbours, people with and without disability, people feeling healthy, people feeling ill, people at the beginning of their life and people at the end of their life. It can be useful for anyone, providing there is a good reason for doing it. Planning is useful for anyone if you feel stuck, powerless, unfulfilled, bored, curious about the future, worried about the future or just trying to make sense of your life. “

Diversity Matters

The main person-centred planning tools in use in Scotland are: Essential Lifestyle Planning, originally developed by Michael Smull and Suzie Burke Harrison. This approach concentrates on identifying what

is important to the person and what is important for a person whilst also considering what it is that keeps them healthy and safe. It is particularly useful where there are:

- Conflict or power issues around what is seen as 'best' for a person.
- Challenges for the service in meeting the particular needs of the person or family who may also have a reputation.
- Situations of transition, (hence its use by many organisations involved in resettlement work), or for children entering mainstream school or older people who are requiring more support.

For more information see www.elpnet.net

PATH and MAP were both developed by Jack Pearpoint, Marsha Forest and John O'Brien and are future oriented planning tools. They create images of a desirable future but also work on practical, down to earth steps to make that future more likely for the person.

The MAPs process is commonly used:

- In circle building organisations to help create a sense of solidarity and commitment around a person who may be at risk of exclusion or isolation.
- To help the inclusion of children into mainstream schools.
- In many situations, where the person or family want to explore their future but also take account of the past and see the shape of their life and explore themes.

The PATH process is used where there is

- A sense of a particular direction the person wants to take; like move house, change service, find work or vocation, explore learning.
- Path is particularly useful for working out concrete steps to aspirational goals.

See www.inclusion.com

Service Brokerage

Service Brokerage developed in Canada in the 1970s by parents of children with learning difficulties. Service brokerage tackles the system's problems, and challenges long held assumptions about the boundaries of professional practice in social services. The concept comprises two distinct yet interdependent components, which aim at restoring decision-making power to the consumer:

- Individualized funding allocated to the person on the basis of specific needs, and service requirements.
- An autonomous, community-based service brokerage agency, acting as a 'fixed point of response' which can, at the individual's discretion, serve as a critical link between the individual, funding body, service system, professionals and wider community.

"The brokerage model also recognizes the important supports, such as friendship and advocacy, which family and friends can provide in each individual's life." Brian Salisbury 1989

Also see www.allenshea.com/support

Supported Living

The description 'supported living' is often used as an alternative to "community supports" or "community care". Here though, we use it to describe a philosophy of support that is fundamentally different to traditional services like a group home model. Further information can be found by consulting the work of John O'Brien or Pete Ritchie and others at SHS Trust, Edinburgh.

The key feature of supported living is the fact that the type of service provided is based on the individual's strengths, needs, and preferences, not on a preconceived model of service. Key characteristics of supported living include:

- Person-centred approaches.
- Zero rejection.
- Everyone is ready.

- Focus on natural supports and technologies.
- Separation of housing and support (in meaningful ways that allow for increased choices).

See Jay Klien - Principles of supported living.
<http://www.allenshea.com/principles.html> and
<http://www.paradigm-uk.org/articlessupportedliving.html>

Social Role Valorization

Social Role Valorization (SRV) is the name given to a concept for transacting human relationships and human service, formulated in 1983 by Wolf Wolfensberger, PhD, as the successor to his earlier formulation of the principle of normalization (Lemay, 1995; Wolfensberger, 1972). His most recent (1995) definition of SRV is: "The application of what science can tell us about the enablement, establishment, enhancement, maintenance, and/or defence of valued social roles for people." (Wolfensberger, 1995a)

The major goal of SRV is to create or support socially valued roles for people in their society, because if a person holds valued social roles, that person is highly likely to receive from society those good things in life that are available to that society, and that can be conveyed by it, or at least the opportunities for obtaining these. In other words, all sorts of good things that other people are able to convey are almost automatically apt to be accorded to a person who holds societally valued roles, at least within the resources and norms of his/her society.

There exists a high degree of consensus about what the good things in life are. To mention only a few major examples, they include home and family; friendship; being accorded dignity, respect, acceptance; a sense of belonging; an education, and the development and exercise of one's capacities; a voice in the affairs of one's community and society; opportunities to participate; a decent material standard of living; an at least normative place to live; and opportunities for work and self-support."

Jo Osburn

see <http://www.socialrolevalorization.com/resource/resource.html>

Wounds

Wolfensberger points out that devalued individuals, groups, and classes are far more likely than other members of society to be treated badly, and to be subjected to a systematic - and possibly life-long - pattern of such negative experiences as the following. How services acknowledge and work with these is a crucial factor in the efficacy and potency of the support given.

1. Being perceived and interpreted as “deviant,” due to their negatively-valued differentness. The latter could consist of physical or functional impairments, low competence, a particular ethnic identity, certain behaviours or associations, skin colour, and many others.
2. Being rejected by community, society, and even family and services.
3. Being cast into negative social roles, some of which can be severely negative, such as “subhuman,” “menace,” and “burden on society.”
4. Being put and kept at a social or physical distance, the latter most commonly by segregation.
5. Having negative images (including language) attached to them.
6. Being the object of abuse, violence, and brutalization, and even being made dead.

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