TRAINING GUIDE
Introduction to Supported Decision Making
A one day workshop for disability services staff
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**Introduction**

**How to use this guide**

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**The Workshop**

The Introduction to Supported Decision Making workshop has been designed as a one-day face-to-face program for disability services staff.

Components of the workshop can be adapted for shorter stand-alone training sessions and can be delivered to a range of other audiences, including staff from mainstream services, people with a disability and their families.

**Adult Learning Principles**

The course has been designed with adult learning principles in mind. The course recognises that:

- Participants are not empty vessels but come with both knowledge and experience
- Participants can learn from other participants
- Participants are different and learn differently
- Participants learn best by doing – active learning
- Relevant material assists participants to see how new ideas can be applied in their own context.

The workshop has been designed to be facilitated, not delivered as a lecture. It consists of a series of small learning inputs and subsequent opportunities to explore ideas and consider how they can be practically applied.

**The Training Guide**

This guide is intended as a reference only and trainers are encouraged to contribute their own style, humour and experience to the training, as well as listen and respond to the unique contributions of workshop participants.

The aim, key message and possible responses are included for each slide and activity. These are to inform the trainer and are not intended to be read aloud verbatim.

**Icon key:** Each icon in the guide is a prompt to the trainer. It’s useful to note the difference between speaking points and discussion points.

- **Speaking Points:** when the trainer delivers information in a presentation, elaborating on the main themes in the slide
- **Discussion Points:** when the trainer engages the room in a particular activity, for example facilitating a discussion, watching a video or group work.

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**The Learning Audience**

This workshop has been developed to assist staff who have responsibilities within their agencies to support decision making. Frontline staff will learn supported decision making processes and strategies to implement in their practice. Managers will be encouraged to consider how to embed supported decision making processes and principles into organisational policies and procedures.

The training material could also be adapted to educate others about supported decision making, including decision makers and their supporters.

**The Learning Environment**

It is anticipated that this course could be delivered in a workshop or in a workplace setting, such as staff development days. Optimal numbers for the workshop are between 8 - 30 participants.

Some of the material could also be adapted and delivered in smaller groups or individually.

**Trainer Qualifications**

The facilitator should

- Have completed the NSW Public Guardian’s one day Introduction to Supported Decision Making workshop and Train the Trainer workshop
- Have a good understanding of the issues involved in supporting the decision making of people with a disability
- Have skills in facilitating learning events.
Discussion and timeframes
Many small group and larger group exercises are interwoven throughout this workshop to provide opportunities for sharing, information gathering and problem solving.

It is important that the facilitator:
• makes wise use of time
• judges the interests and learning needs of the whole group
• ensures that discussion is relevant and appropriate
• ensures that different opinions are heard but are not overly debated to the detriment of the course and fellow participants’ learning
• when questions can’t be answered immediately, seek answers if possible.

Equipment required for course
• Participant’s copy of Supported Decision Making PowerPoint presentation
• Training guide, including explanatory notes for each session and slide
• Laptop and projector
• Name plates/tags
• Sign on sheet (if required)
• Whiteboard
• Butcher’s paper
• Non permanent markers
• Blutac/tape
• Post it notes
• Copies of worksheets
• Copies of case scenarios
• Communication slips
• Supported decision making information sheets
• Evaluation form (sample provided).

Key messages
Key messages to be promoted throughout the workshop:
• Decision making is a human right and an essential part of everyone’s life that makes up who we are
• Decision making support has the person at the centre leading the process where possible and is different for each person and situation
• Support for decision making builds a person’s ability over time
• Good support in decision making relies on communicating in a way that works for the person and always explores the least restrictive options first
• The SDM framework presented in this training is a guide to consistent, best practice.

Note to facilitator
The promotion of supported decision making is occurring at a time of big changes to the disability sector, including the roll out of the NDIS. Staff may feel overwhelmed and unsure of how Supported Decision Making fits into their role and these new processes. Discussion should include a consideration of how to integrate Supported Decision Making with current practice, as well as acknowledge the challenges faced by staff and the strategies to address these.

Acknowledgements and Disclaimers
The trainer is asked to acknowledge that the training is based on material that has been developed by NSW Public Guardian. However, it is also important that the trainer acknowledges they are not employed by the Public Guardian and do not represent this organisation or the views and position of this organisation.
Advice on using this material can be provided by the Public Guardian’s Information Support Team on (02) 8688 2650 or informationsupport@opg.nsw.gov.au.
Workshop Overview
One page guide

Introduction to SDM Workshop
Overview

<table>
<thead>
<tr>
<th>SESSION</th>
<th>SESSION NAME</th>
<th>DURATION</th>
<th>SLIDES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and welcome</td>
<td>15 min</td>
<td>1-3</td>
</tr>
<tr>
<td>2</td>
<td>Normalising decision making – warm up activity</td>
<td>15 mins</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>What is SDM?</td>
<td>50 mins</td>
<td>5-7</td>
</tr>
<tr>
<td></td>
<td>• Key elements (30m)</td>
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<tr>
<td></td>
<td>• DM Continuum (20m)</td>
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<td></td>
<td>• Public Guardian Information (1m)</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Foundations of SDM</td>
<td>25 mins</td>
<td>8-10</td>
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<tr>
<td></td>
<td>• Knowing the person – WA video (15m)</td>
<td></td>
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<tr>
<td></td>
<td>• SDM relationships (10m)</td>
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<tr>
<td></td>
<td>Morning tea</td>
<td>15 mins*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SDM principles and rights</td>
<td>30 mins</td>
<td>11-20</td>
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<tr>
<td></td>
<td>• ALRC Recommended Principles</td>
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<td></td>
<td>• DM Rights – Speakout Adv. video</td>
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<tr>
<td>6</td>
<td>SDM process</td>
<td>1 hour</td>
<td>21</td>
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<tr>
<td></td>
<td>• DM steps + Scenario (1 hr)</td>
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<tr>
<td></td>
<td>Lunch</td>
<td>30 mins*</td>
<td></td>
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<tr>
<td>7</td>
<td>SDM challenges &amp; strategies</td>
<td>50 mins</td>
<td>22-23</td>
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<tr>
<td>8</td>
<td>Communication activity</td>
<td>15 mins</td>
<td>24</td>
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<tr>
<td>9</td>
<td>Reflection exercise – video and worksheet</td>
<td>25 mins</td>
<td>25-27</td>
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<tr>
<td></td>
<td>Afternoon tea</td>
<td>15 mins*</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Case scenarios</td>
<td>1 hour</td>
<td>28</td>
</tr>
<tr>
<td>11</td>
<td>Conclusion / Evaluation</td>
<td>15 mins</td>
<td>29-31</td>
</tr>
</tbody>
</table>

*The break times are suggestions only.
Introduction to Supported Decision Making

**Key Message:**
This is an introductory course. We aim to build on your existing knowledge and skills to promote consistent best practice in supporting decision making.

**Speaking Points:**
- Acknowledgment of Country.
- I would like to acknowledge that this meeting is being held on Aboriginal land and recognise the strength, resilience and capacity of Aboriginal people.
- Welcome and introductions of presenters and participants. Ask each participant to say their name, their role and what they would like to get out of today.
- Acknowledge the experience and practice wisdom in the room and the sector more broadly.

**Aim:**
Welcome and introductions.

**Time:**
10 mins

**Activity:**
Large group go-around and discussion.

**Resources:**
- Participants PowerPoint handout
- Nametags
**Workshop Objectives**

- To gain a basic understanding of the key SDM concepts, principles and strategies.
- To begin to apply this knowledge to best support people to make decisions.
- To identify challenges and the strategies to address these challenges.

**Speaking Points:**

This is an introduction to supported decision making
- Review learning objectives (we will revisit at the end of the day)
  - To gain a basic understanding of the key concepts, principles and strategies
  - To begin to apply this knowledge
  - To identify challenges and the strategies
- The training aims to promote consistent, best practice across the sector
- The training aims to introduce a guiding practice framework of how SDM elements fit together
- The training is interactive – we want to hear from everyone
- The training is reflective – we invite you to think about your current practice, what you learn today and consider what you might change/modify to build your skills and the skills of people you support.

**Key Message:**

The workshop will raise awareness of supported decision making concepts and how to incorporate supported decision making into daily practice

**Activity:**

Presentation
**The Plan**

- Housekeeping
- Group expectations
- Break times

---

**Speaking Points:**

**Housekeeping:**
- turn phones onto silent
- check devices in break times if necessary
- point out where toilets and exits are located.

**Group expectations:**
- take responsibility for your learning and participate fully
- advise trainer if you can’t hear when people are talking or see the presentation/whiteboard
- the training is interactive so be respectful when others are speaking.

**Break times:**
- review the key break and finish times
- the aim is to finish on time, which will be helped by all keeping to time.

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**Aim:**
To understand key workshop times and the obligations of the training participants.

**Key Message:**
Participants have a responsibility to engage in training and respect workshop agreements.
Discussion Points:

In pairs (5 mins)
Talk with each other about all the decisions you have made this morning since you woke up and discuss:
• How many decisions did you make?
• What type of decisions did you make?
• What influenced those decisions?

Facilitated discussion (10 mins)
• Ask for comments from a few people on each question in turn
• What did you learn about decision making from this exercise?
• We all make decisions all of the time. It gives us a sense of control over our lives
• We make decisions on our own or involve other people – both are normal decision making
• Factors such as time, money, our values and other people can influence the decision we ultimately make. We are all influenced by extrinsic and intrinsic factors
• What would it have been like if someone else made those decisions for you?

Wrap Up:
People with disability have often not had the opportunity to make as many decisions as we have and so their skills and confidence may not be well developed.
Wrap up:
- Ask the group if they have any questions or comments about the framework
- Place the butcher’s paper on a wall and reiterate that we will be returning to it throughout the day
- Hand out the one page Supported Decision Making Practice Framework information sheet.

Discussion Points:

Brainstorm (10 mins)
- What is supported decision making?
- What are the benefits of supported decision making?

Write responses on the whiteboard in 2 separate columns. Highlight the key elements raised by the participants – e.g. SDM is:
- about the person’s own decisions, weighing up options with the person, ensuring the person understands, building ability, empowering.

Speaking Points:

Presentation (10 min)
Briefly describe each element whilst drawing on the supported decision making framework diagram on butcher’s paper.

This Framework is a guide for good practice. We will be returning to these elements throughout the training.

Key elements:
- Decision maker – at the centre of the process, driver of the process
  - Person centred
  - with person involved and building ability (decision making muscle) and confidence
- Knowing the Person – including their goals, communication, experience and strengths

(Discussion Points: Continued)
- Relationships – including supporters – formal and informal, networks, and services
- Decision Making processes – steps to guide as well as strategies to maximise participation and address challenges
- Decision Making Principles and Rights - recommended decision making principles that reflect a shift in thinking in the broader context of the rights of person with disability.

Key Message:
The Supported Decision Making Practice Framework provides a structure through which to think about supporting decision making.

Activity:
Brainstorm and presentation

Resources:
- Whiteboards
- Butchers paper
- Framework handout (Appendix 1)
Key Message:
Where people sit on the continuum can vary depending on the person making the decision, their supports, their environment and the decision itself. There are alternatives to substitute decision making. Appointment of a legal substitute is a last resort. People with disabilities often end up at the 'substitute' end.

Aim:
To understand that supported decision making is an alternative to substitute decision making. To consider the factors that influence decision making.

Speaking Points:
Presentation
We all make decisions along a continuum: either independently, with support or we may have decisions made for us. People with a disability are more likely to have decisions made for them, that is substitute decision making.
Substitute decision making is down the far end of the continuum.
Promoting supported decision making practice is intended to reduce the likelihood and demand for substitute decision making.

Brainstorm:
What are the factors that influence where someone will sit on the decision making continuum?
Write responses on the whiteboard under the headings: decision maker, supporters, environment and decision.

Possible Responses:

<table>
<thead>
<tr>
<th>Decision maker</th>
<th>Supporter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in decision</td>
<td>Availability</td>
</tr>
<tr>
<td>Skills or experience</td>
<td>Conflict of interest</td>
</tr>
<tr>
<td>Confidence</td>
<td>Aligned values</td>
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<td>Communication style</td>
<td>Expectations</td>
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<td>Cognitive abilities</td>
<td>Neutrality</td>
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<tr>
<td>Environment</td>
<td>Decision</td>
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<tr>
<td>Cultural factors</td>
<td>Significance</td>
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<td>Privacy</td>
<td>Consequences</td>
</tr>
<tr>
<td>Resource access</td>
<td>Complexity</td>
</tr>
<tr>
<td></td>
<td>Timing</td>
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</tbody>
</table>

Wrap Up:
Being aware of all the factors that can impact on someone’s ability to make a decision can assist you in helping them to move or stay further along the continuum towards greater choice and control.
To find out more about Guardianship

- **Information and Support Branch:**
  informationsupport@opg.nsw.gov.au
  02 8688 6070  1800 451 510

- **Fact Sheets:**
  look in publications - fact sheets

**Discussion Points:**
- Appointing a substitute decision maker removes the legal agency of the person
- The person should be supported so they can exercise their right to make their own decisions
- The Public Guardian has a legal obligation to educate the community on Guardianship issues
- Anyone can call for advice or book a community education session
- Public Guardian has free fact sheets that are available on the website www.publicguardian.justice.nsw.gov.au

**Time:**
1 mins

**Aim:**
Provide contact for information support at the Public Guardian

**Key Message:**
The Public Guardian provides free information sessions and advice on supported and substitute decision making.

**Activity:**
Presentation
Discussion Points:

Introduce the video by explaining that it shows disability services staff talking about how they get to know the people they work with.

Show video - Getting to Know the Person from Western Australia’s Individualised Services.

Brainstorm

1. What do you need to know about a person for you to be able to provide decision making support?
2. How might you find this out?

Write responses on the whiteboard in two columns

Possible Responses:

What do you need to know:

Communication support needs, motivators (what is important to them), what is important for the person, strengths, skills/abilities, history, character, routines, goals, culture, interests, resources, personality, decision making style, important relationships, support network, who do they trust, likes/dislikes, triggers, cognitive function, when at their best, physical and mental health, experience.

How do you find this out?

Ask the person, spend time, ask family and networks, documentation, observation, communication tools, seek specialist opinion. Develop a relationship.

Key Message:

To know someone takes time and a genuine desire to understand their values, beliefs and what’s important to and for them. The best way to know someone is to spend time with them and listen.
Discussion Points:
This is a person centred resource from Helen Sanderson Associates
- Ask if participants are familiar with this tool
- Review basic structure of ‘Important to/Important for’ resource
- If participants have no knowledge of ‘important for and to’ give an example e.g. it is important FOR me to stay hydrated but it is important TO me to have a coffee; its important FOR me to get exercise but important TO me that I go bowling each week.

Key Message:
Participants can use these tools in their practice of supporting decision making

Activity:
Presentation (brief)
**Key Message:**
Lots of people can be involved in supporting a person with disability to make a decision. The decision maker is always at the centre of the process and can decide who will be involved.

**Activity:**
Presentation and facilitated discussion

**Follow up Questions:**
ASK group if this reflects what their experience has been.
Explore what role they see themselves and others playing or potentially playing in the supported decision making process.
Key Message:
The disability reforms that are being implemented in Australia are directly related to the UNCRPD.

Activity:
Presentation

Speaking Points:
The principles and rights that provide the context for the Supported Decision Making Practice Framework (the outside layer) will now be discussed.

Big Picture underpinning SDM

**United Nations Convention on the Rights of Persons with Disability**
- In 2008 Australia ratified the UNCRPD (a human rights treaty) so has agreed on the terms of the convention.

**Australian Law Reform Commission**
- Recommends National Decision Making Principles to guide law reform which can guide your practice
- Australia is reviewing federal and state laws and practices to ensure we uphold the rights of people with disability as expressed in the treaty.

**NDIS**
- The NDIS is the biggest disability reform Australia has implemented
- NDIS aims to 1. increase independence, 2. promote inclusion, 3. increase social and economic participation.

**Supported Decision Making**
- Reforms are the foundation for supported decision making – to exercise right to participate and make decisions – choice and control and capacity building.

* For further reading on big picture reforms see the links in the appendices.
National Decision-Making Principles*

**Principle 1 - The right to make decisions**

**Principle 2 – Support to make decisions**

**Principle 3 – Will, preferences and rights**

**Principle 4 - Safeguards**

*ALRC Recommended

**Speaking Points:**

These are the national decision making principles recommended by the Australian Law Reform Commission (ALRC) to guide law reform in Australia.

Each principle will be briefly considered over the next few slides.

**Time:**

1 mins

**Aim:**

To identify the national decision making principles recommended by the Australian Law Reform Commission to guide reform.

**Key Message:**

The national decision making principles embody the belief that everyone is equal and have the right to be involved in decisions that effect their life.

**Activity:**

Presentation
**Recommended Principles**

*Principle 1 - The right to make decisions*

**Speaking Points:**
- State aloud the principle - every adult has the right to make decisions.
- Capacity to make/participate in decision making is assumed (not assessed).
- This represents a shift from asking: ‘can people with disabilities make decisions?’ to ‘what support is required so people can make decisions?’
- A person with very limited communication capability may not be able to make their own decision but every adult can participate in the process and their known will and preference should drive the direction of the decision.

**Follow up questions:**
- Do you believe everyone can make/participate in their own decisions?
- Do you think everyone in the decision maker’s life believes this?

**Key Message:**
Everyone, regardless of a disability, can make/participate in the decisions that effect their life. It is a human right. People may need support to engage in the decision making process.

**Aim:**
To understand that every adult has decision making rights and is presumed to have the capacity to make or participate in decisions.

**Activity:**
Presentation

**Time:**
2-5 mins
Recommended Principles

Principle 2 – Support to make decisions

Supporters Communication Support Support to take risks

Speaking Points:
To exercise decision making rights, a person may need support, which must be given and in a way that works for them.

Ramp analogy – if a person has mobility issues, they have the right to a ramp to access a building. Support for decision making provides a ‘ramp’ for accessing decision making rights.

Support can take many forms. Knowing the person and their needs helps to enable support.

Communication and supports need to be appropriate to each person’s needs. A one size fits all approach is not helpful.

This principle recognises and respects the supporter role.

Key Message:
Decision making rarely happens in isolation. We have the right to choose whether we want support from others to make our decisions and who we want. The support we need is unique for each person and depends on the decision we want to make. Building the ability of the person and their supporters promotes autonomy and inclusion.

Activity:
Presentation

Time:
2 mins

Aim:
To understand that support allows people to access their right to make decisions.
**Recommended Principles**

**Principle 3 – Will, preferences and rights**

**Speaking Points:**
This principle states that the person should direct decision making. Shift in thinking from standards of ‘best interest’ approaches to: ‘what does the person want?’

The person with disability should:

- Be able to choose from options/solutions
- Be able to take risks – which need to be acknowledged, mitigated and supported – where reasonable
- Be able to make mistakes.

**Follow up questions:**
Do you believe the person’s will and preferences can and should be the main consideration that directs the decision?

**Key Message:**
Everyone should be able to make decisions based on what they want and what they would like.

**Time:**
2-5 mins

**Aim:**
To understand that what the decision maker wants directs decision making.

**Activity:**
Presentation
Recommended Principles

Principle 4 - Safeguards

Speaking Points:
Interventions, decisions for people needing decision making support must respect human rights.

These interventions must be: least restrictive, able to be appealed and regularly reviewed.

Laws must protect against abuse and undue influence.

Substitute decision making (appointed Guardian/Person Responsible) should be last resort.

Key Message:
Legislation reform needs to include a means to protect a person’s rights. Laws must specify who is accountable and how to raise concerns if a person’s rights are not being upheld.

Activity:
Presentation

Time:
2 mins

Aim:
To understand that laws must ensure that the decision maker’s rights are protected.
**Speaking Points:**

This slide summarises the shift in thinking that is the focus of reform.

Highlight shifts - click to reveal each theme

- Shift from considering whether a person’s capacity to make decisions should be assessed to starting with a belief that the person has ability to participate in decision making
- Shift from a reliance on substitute decision making if a person is not able to make a decision independently to supported decision making
- Shift from making a decision for a person based on what is thought to be in their best interest to ensuring that the person’s will and preference drives the process
- Shift from a presumption that a person’s decision making capacity is fixed to an understanding that decision making ability (and supporter’s) can be built
- Shift from thinking that everyone makes decisions independently to acknowledging that we are all social beings and our decisions involve and impact on other people.

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**Key Message:**

We are in the midst of a major shift in thinking about the rights of people with a disability. This is impacting on our laws and professional practice.
Slide: #18

SDM Rights

‘Decisions, Decisions, Decisions’

From: Speak Out Advocacy

Time:
5 mins

Aim:
To introduce the changes in another medium and from the perspective of the decision maker.

Key Message:
This video summarises the shifts in thinking about the rights of people with disability and decision making in a simple, easy to understand way. It might be helpful to show this video to the people you work with and your staff.

Discussion Points:

This video may be useful to show the people you support to help them understand their rights.

Follow up questions:
Has anyone seen or used this video before?
What did you think of it?
How might you consider using this video?

Activity:
Show video (4 min)

Resources:
www.youtube.com/watch?v=WmWO3E1kJT4
**Decision Making Rights**

🌟 I have the right to make decisions
🌟 I have the right to receive information in a way that I can understand
🌟 I can learn from trying things out
🌟 I can talk to other people

**Aim:**
To understand that changing values and beliefs about the rights of people with disability form the basis of disability reform

**Time:**
3 mins

**Speaking Points:**
State aloud the decision making rights – minimal elaboration
Point two has been modified from ‘I can make decisions’ to ‘I have the right to receive information in a way that I can understand’ to highlight importance of communication.
**Decision Making Rights**

- I can change my mind if I want to
- I can make decisions other people don’t like
- I can make decisions that are different to other people’s decisions

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**Time:**
2 mins

**Aim:**
To understand that changing values and beliefs about the rights of people with disability form the basis of disability reform.

**Speaking Points:**
State aloud the decision making rights, minimal elaboration
Discussion Points:

Discussion in pairs

Explain that we are going to look at the decision making process we all go through, and then apply this to supported decision making.

In pairs, take turns to discuss a significant decision that you have made and identify the process you went through. What was anything helpful, not helpful?

Feedback to large group - identify major themes.

Speaking Points

This diagram shows some of the steps or processes the literature talks about in decision making.

This not a linear process. Several steps may be underway at once or you may move back and forth between steps.

Supported decision making is about looking at how we support a person with a disability through this process.

Supported decision making is about finding out and enabling the support a person needs to make/participate in decisions.

Relate these steps to feedback from previous ‘significant decision’ exercise. Does this look like a process we all go through?

Discussion Points:

Small Group Work

Divide participants into small groups. Hand out to each participant the decision making case scenario and the decision making worksheet.

Explain that the task is to complete the worksheet, considering how to support and involve the decision maker in each of the decision making steps.

Ask participants to read scenario.

Go through step one together as large group, it may be useful to nominate a “Margaret” on each table.

Ask participants to complete steps 2- 6 in their groups.

Large group discussion

Divide white board into six sections and write one decision making step heading per section.

Take feedback from groups and write responses under the appropriate step.

What was it like doing that exercise? Did you learn anything about supporting someone to make a decision?

Key Message:

People with disability should be involved at each step. An understanding of the steps can help guide the process but a flexible approach is required.

Activity:

Discussion in pairs, presentation, small group work, large group discussion

Resources:

- Case scenario (Appendix 2)
- Worksheet (Appendix 3)
- Possible responses sheet (trainer only) (Appendix 4)
- Whiteboard
**Key Message:**

There are a lot of challenges to implementing supported decision making. By working together we can generate more skills and strategies to address them than we might be able to do on our own. It’s ok if we can’t find solutions for all of the challenges as long as we keep working together to find strategies.

**Aim:**

To identify challenges and barriers in supported decision making and how strategies and skills may overcome them.

**Discussion Points:**

**Small group work**

Explain that we’ve discussed all the elements of the supported decision making model except for challenges and strategies which we will do now.

Divide participants into small groups and then evenly assign each group the topic of either ‘strategies’ or ‘challenges.’

The ‘strategies’ groups brainstorm all the strategies, including skills and knowledge, needed to support someone to make a decision.

The ‘challenges’ groups brainstorm all the challenges to implementing SDM.

Groups write one strategy or challenge on post it notes, generating as many as they can within the allocated time.

**Group feedback/discussion (30 mins)**

In turn, each group is asked to present their notes to the large group as they post them on the whiteboard under the heading of either “SDM Challenges” or “SDM Strategies”.

Ask participants if they can see any key themes emerging under each heading. Trainer can summarise if necessary.

Ask participants what they think and feel looking at both lists.

A lot of strategies are available to enable successful process, which avoids or addresses challenges.

One of the aims of this exercise is for participants to see the challenges and strategies ‘grow’ on the whiteboard and to see how many strategies are available.

Often we feel that we must address challenges on our own but working together generates more solutions.

**Activity:**

Small group work and large group feedback/discussion

**Resources:**

- Post it notes
- Whiteboard
- Fact Sheet - “Supported Decision Making: Information for family and friends” (link on p53)
**Key Message:**
There are some key strategies or skills that are relevant to the supported decision making process. Being familiar with these strategies will assist in addressing challenges.

**Speaking Points:**
Communication – important to know about and provide appropriate supports. Includes good communication within and between organisations and other stakeholders such as families.

Neutrality – staying impartial and not influencing the person in decision making process. If you feel you can’t you may not be the best person for the job.

Supporter engagement and collaboration – bring them on board, educate them, work with them.

Reflection – reflecting helps to learn and builds skills in the process for decision maker and supporters.

Opportunities for practise – builds skills and ability over time. Start with smaller, simpler decisions to build confidence and skills.


Document – how is the whole process recorded from the first step and info shared? Show how you involved the decision maker in each step and how you determined their will and preference. Consider how you involve the decision maker in documenting the process and who has ownership of the information.

**Aim:**
To summarise some of the key strategies.

**Resources:**
SDM strategies further information (for the trainer) (Appendix 5)
In order to understand each other, we need to use a shared method of communication both people understand. Communication can be one of the biggest barriers and one of the best strategies for supported decision making. Knowing how the person communicates is key.

Key Message:
We need to know how a person communicates and how best to communicate with them in order to support them to make decisions and to understand their will and preference.

Activity:
Discussion pairs and facilitated discussion.

Resources:
- Communication sentences (Appendix 6)
- Fact Sheet - "Supported Decision Making: Communication Strategies" (link on p53)

Discussion Points:
In pairs (10 min)
Hand out one communication activity sentence to each participant.
Instruct learners to not show it to anyone else.
In pairs, take turns trying to communicate sentence without using speech, writing or drawing.

Facilitated discussion (5 min)
Discussion points:
Who struggled to convey their message?
How did this make you feel about yourself?
How did it make you feel towards the other person?
What would it be like if communication was like this for you all the time?
If communicating was always this difficult, might it affect decision making?
How did it feel when you did get your message across?
What skills did you use to get message across?

Wrap Up
In order to understand each other, we need to use a shared method of communication both people understand. Communication can be one of the biggest barriers and one of the best strategies for supported decision making. Knowing how the person communicates is key.
Reflective Practice

Good Assistance
From: WA’s Individualised Services

Time:
10 mins

Aim:
To identify common ways that we can reflect on supporting decision making.

Key Message:
Reflection is a skill that is important to the entire supported decision making process. We can develop this skill in ourselves and the people we support. It’s important to be aware of our own values and beliefs and how we may (unintentionally) influence the outcomes when we support people to make decisions.

Activity:
Video (5 mins) and large group discussion
Participants to watch “Good Assistance” video and identify common themes.

Discussion Points:
Large Group discussion (5 min)

Discussion Points
• What is reflective practice?
• Why is it relevant to supported decision making?
• How are staff in the video reflecting on their practice in supporting decision making?
• Is this something you already do?

Possible Responses:
• Acknowledging conflict of interest
• Awareness of personal preferences/bias
• Asking, who is the right person to provide support?
• Put self in person’s shoes, recognise and acknowledge personal investment in decision outcome
• Present all options, if can’t remain unbiased, take self out of equation, there may be someone more neutral important to have many people involved who know the person well.

Resources:
www.youtube.com/watch?v=cx6Fg0neY2E)
Key Message:
Reflection is a cognitive process that involves looking critically at how values and beliefs can influence actions. A reflective cycle model can assist you to think through all the phases of a supported decision making experience. You can learn about and improve your work by reflecting on your experiences in supporting decision making.

Activity:
Presentation, self-reflection worksheet, facilitated discussion

Resource:
Self-reflection worksheet (Appendix 7)
Speaking Points:
Reflexion is important in the supported decision making process at all stages and we must consider how we support the decision maker to reflect as this will help build ability.

Show Person Centred Tools Slide - Helen Sanderson - '4+1 Questions', 'What’s working/What’s not working.'
Discuss how these resources could be used/useful in the supported decision making process.

Key Message:
When we support people with disability to make decisions we can use tools to guide the reflection process. Using tools can facilitate learning and build skills to reflect on the decision making process.
Case Scenarios

1. What do you know about the person?
2. What is the key decision to be made?
3. What challenges might impact on you providing support for decision making?
4. What steps will you take with the person to support them to make a decision?

Key Message:
Participants will be able to demonstrate how they apply workshop learning to case scenarios.

Time:
1 hour

Aim:
To apply SDM concepts to practice decision making scenarios.

Discussion Points:
The three scenarios include people with different levels of intellectual disability and different communication skills. The activity shows how everyone, regardless of their ability can be included in decision making.

Activity:
Three case scenarios (template and answers in Appendix 8 & 9)
Small groups/tables are identified one scenario given to each.
Participants are asked to read scenario and complete the task identified and write answers onto butchers paper
Group feedback/discussion – For each scenario in turn

Wrap Up:
Everyone, regardless of disability, can participate in the decision making process. Best practice supported decision making is about finding out and enabling the support a person needs to exercise their right to participate in decision making that effects their life.

Resources:
• Case scenarios: 1-3 (Appendix 8)
• Butchers paper
• Possible responses sheet (trainer only) (Appendix 9)
Workshop Objectives

- To gain a basic understanding of the key SDM concepts, principles and strategies.
- To begin to apply this knowledge to best support people to make decisions.
- To identify challenges and the strategies to address these challenges.

Speaking Points:
Briefly state each objective

Aim:
To revisit the objectives of the day.

Key Message:
Participants have been provided with a framework that builds on their knowledge and skills and can be used flexibly when providing support for decision making.
**Activity:**

**Large group go-around**

Give a one word or short sentence summary of something new you have learnt today.

**Aim:**

To provide participants with opportunity to reflect on and share something new they have learnt. To reinforce learning.

**Time:**

2 mins
Activity:
Hand out the evaluation sheets and ask each participant to please complete and return before they leave.

Aim:
To gather feedback.

Resource:
Evaluation sheet (if you have one!)

Time:
5 mins
Guiding Framework

This framework aims to guide best practice in the process of supported decision making. It upholds the person’s right to make their own decisions and build their abilities. The framework is not rigid. Decision making is rarely straightforward and flexibility is required.

The person is always at the centre of their decisions and supporters build on their strengths. They should seek to know the person and their important relationships. The decision making process can be guided by a series of steps and working through challenges and strategies with supporters. Support for decision making occurs within a context of broader human rights and reforms.

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Appendix 2

Decision making steps
Case Study Margaret Scenario

Margaret is a 43 year old woman who lives in a group home with 3 other people and attends Mulberry Day Programs 3 days a week. Margaret enjoys socialising, watching the rugby league live at the stadium and going out as much as possible. She especially likes shopping for clothes and eating out.

Margaret has an intellectual disability. She can understand simple everyday words, pictures and symbols. Her literacy is very poor. She has no visual or auditory difficulties.

Margaret has difficulty maintaining a healthy weight and has been gaining weight gradually for some years. She has arthritis in her knees which can impact on her mobility. Recently, Margaret has been feeling tired and unmotivated. She has complained that she can’t do the things she normally would as she has no energy and her knees hurt. She has asked to go and see the doctor.

A health check showed she has high cholesterol. Her doctor is reluctant to prescribe medication and has recommended that Margaret should lose weight and go on a low cholesterol diet. A dietitian did see Margaret a few years ago and prescribed a strict low fat diet but, for various reasons, Margaret did not lose any weight.

Margaret’s NDIS plan meeting is taking place in the next couple of weeks and her support staff see this as an opportunity to get Margaret the help she needs to continue to access her community and live a healthier lifestyle. As her keyworker you are asked to work with Margaret to prepare for the meeting.

Following large group discussion and completion of step one:

- Discuss in your groups how you would support Margaret to make a decision.
- Complete steps 2 to 6 on the Decision Making Worksheet.
## WORKSHEET – Supported Decision Making Steps

<table>
<thead>
<tr>
<th>STEPS with the person</th>
<th>Description</th>
<th>What would you be doing with the decision maker?</th>
<th>What to Consider</th>
</tr>
</thead>
</table>
| **1. Explore the decision** | This step is about clearly identifying the decision/s that needs to be made. Within each decision, there may be a number of associated decisions. It can be helpful to break a big decision into smaller decisions. | How will you explore the decision with the person? | How does the person communicate?  
How does the person understand the decision?  
How can this be built upon?  
What is the key decision they want to explore? |
| **2. Involve others** | This step is about helping the person to work out who else might be involved in the decision making process and in providing decision making support.  
Work with the person to determine the right type of support they required for this decision. | How will you explore with the person who else to involve? | Who would the person like to involve in this decision?  
What type of support does the person want?  
Who else might need to be involved and how will you explore that with the person?  
Are there conflicting viewpoints about the decision? |
| **3. Gather information** | This step involves working with the person to seek out useful information from a variety of sources. Involve the decision maker as much as possible in this process and their supporter/s where helpful.  
Possible options will start to be identified. | How will you work with the person (and potentially their supporter/s) to gather relevant information? | What options does the person want to explore?  
What information might be helpful and where can this information be found?  
How can the person be supported to get this information?  
How can you make sure the information is understood by the person? |
| **4. Consider and weigh up options** | This step involves working with the person to consider what each option involves, the likely consequences both positive and negative, as well as the constraints. | How will you work with the decision maker to work out which option/s works best for them? | How can you help the person identify which option(s) they prefer and prioritise them?  
What is important to/for the person?  
What has/has not worked in the past?  
What are the resource requirements of the options? Can these be met?  
Identify and explore any risks with the person. How can these be addressed?  
What do they believe is acceptable risk?  
Can this decision continue to be informally made? |
<table>
<thead>
<tr>
<th>STEPS with the person</th>
<th>Description</th>
<th>What would you be doing with the decision maker?</th>
<th>What to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Make, communicate and follow through decision</td>
<td>This step is about assisting the person to make the decision and decide on the support required to implement it.</td>
<td>How will you support the person to implement the decision?</td>
<td>What actions flow from the decision? What support does the person need to get started? Who should know about the decision and how can the person be supported to communicate it to them? How and when does the person want you to check in about progress with the decision?</td>
</tr>
<tr>
<td>6. Reflect on &amp; document the decision making process</td>
<td>This step involves reviewing with the person how the decision went in practice. Use this opportunity to build experience and confidence in decision-making. Record the decision and the process involved so that this can be built upon in the future.</td>
<td>How will you review the decision making experience with the person and document it?</td>
<td>How did the person feel about making the decision? Does the person think there are any areas where they needed extra support? Where will their decision making experience/ability be recorded for future reference?</td>
</tr>
</tbody>
</table>
### WORKSHEET – Supported Decision Making Steps – POSSIBLE ANSWERS

<table>
<thead>
<tr>
<th>Decision Making Steps</th>
<th>What to consider</th>
<th>What would you be doing WITH the decision maker?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explore the decision</td>
<td>What do you know about the person?</td>
<td><strong>We know</strong> - Margaret likes to shop, eat out, socialise etc.</td>
</tr>
<tr>
<td></td>
<td>What are the issues and what is the key decision to be made?</td>
<td><strong>Issues</strong> – doctor recommendations, cholesterol and arthritis/pain, tired?</td>
</tr>
<tr>
<td></td>
<td>How will you explore the decision with the person?</td>
<td><strong>Explore</strong> – What is important TO Margaret. (Shopping for clothes, being social, eating out. Can Margaret link these to what is important FOR – being healthy so she can continue to do these things?). Need to present information simply and see if Margaret understands what the doctor is recommending and why.</td>
</tr>
<tr>
<td></td>
<td>What is the persons will and preference?</td>
<td><strong>Will and Preference</strong> – <em>What does margaret want to do in relation to the doctors recommendations?</em> For the case study take one issue to explore such as to lead a healthier lifestyle.</td>
</tr>
<tr>
<td>2. Involve others</td>
<td>Who are the persons supports?</td>
<td>Supports – key worker, peers at house and day program, doctor, dietician, broader community?</td>
</tr>
<tr>
<td></td>
<td>Who would the person like to involve in this decision?</td>
<td>Who does Margaret want to involve? eg – key worker (help to find info), peers (implement healthy eating, doing exercise together, cooking etc), doctor (more information?) local community? Eg pool.</td>
</tr>
<tr>
<td>3. Gather information</td>
<td>What are all the various options available to the person?</td>
<td>What options are out there? eg – cooking classes, more exercise like walking to shops, healthy options at favourite restaurant, day program healthy eating, vegetable garden, cooking with peers, medications, go back to dietician. Support to understand options – eg - may need to visit options such as the gym to understand it, visuals/pictures, talking with trusted others to help understanding, research on the internet, referrals.</td>
</tr>
<tr>
<td></td>
<td>How will you support the person to get relevant information on the options?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who in their network can help with this?</td>
<td></td>
</tr>
<tr>
<td>4. Consider and weigh up options</td>
<td>What option(s) does the person prefer?</td>
<td>Discuss with the person what has/has not worked in the past. Support the person to weigh up the pros and cons. Hear what they believe is acceptable risk and what ways the risks can be mitigated.</td>
</tr>
<tr>
<td></td>
<td>Can they identify any consequences or risks?</td>
<td>Swimming – risks – can Margaret swim?</td>
</tr>
<tr>
<td></td>
<td>Can the risks be minimised?</td>
<td>Gym – risk – cost – can Margaret afford?</td>
</tr>
<tr>
<td></td>
<td>Do they need to re-think options and go back to gather more information?</td>
<td>Cooking classes – risk – have they had person with disability in class before?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walk to shops – risk – arthritis/pain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education – healthy eating options - risk – does her favourite restaurant does not have any?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medication- does she understand the treatment including possible side effects? If not, is there a person responsible if required?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dietician- risk - didn’t work before. Why not? Can Margaret afford it?</td>
</tr>
</tbody>
</table>
## Decision Making Steps

**What to consider**

- What decision would the person like to make?
- How will this decision be implemented?
- When will the decision be reviewed?

### 5. Make, communicate and follow through decision

<table>
<thead>
<tr>
<th>What would you be doing WITH the decision maker?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the purpose of the case study, get the group to come up with some decisions Margaret has made eg. wants to go swimming, eat healthier options at a different restaurant, take medication for arthritis and walk to shops once a week to buy clothes.</td>
</tr>
<tr>
<td>Will implement swimming once a week via a lessons program that Margaret can afford.</td>
</tr>
<tr>
<td>There is a new restaurant open close to home that has healthy options and her peers are willing to come with her.</td>
</tr>
<tr>
<td>Doctor has written prescription for arthritis pain medication. Margaret understands it is to be taken once a day to help with her knee pain and staff will monitor possible side effects.</td>
</tr>
<tr>
<td>Will walk to shops once a week but along bus route so if tired can get on bus.</td>
</tr>
<tr>
<td>Key worker will help with all this and will review weekly.</td>
</tr>
</tbody>
</table>

### 6. Reflect on the decision making process & document it

<table>
<thead>
<tr>
<th>What would you be doing WITH the decision maker?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key worker and Margaret had an informal chat about the decisions she made. They talk about it regularly in day-to-day discussions and key worker has documented the process. Eg Margaret chose to lead a healthier lifestyle and who she wanted to be part of this decision. She needed support to gather information but was clear on the choices she wanted to try. She has built her decision making ability in naming her important supports in her life and identifying options for a healthier lifestyle.</td>
</tr>
</tbody>
</table>

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Appendix 5

SDM Strategies (Slide 27)

1. Communication
Prompt questions:
What do you need to know about a person's communication?
How can you check?
• Understanding - how do they understand their world? For example: speech, sign language, pictures, symbols, writing, body language.
• Expression - how do they express themselves? For example speech, sign language, facial expression, behaviour, communication aides.
• Complexity - at what level is their understanding and expression? For example, basic level relating to the here and now or more complex and abstract?
• History - how do they usually express their wants & needs?
• Misunderstanding – check for misunderstandings.

2. Neutrality
Prompt questions:
How can you explore the issues with the person in an impartial way?
How can you be aware of your values and influence on decision making process?
• Consider options and offer advice objectively.
• You may not agree with their choice.
• Look at what the person considers to be an overarching vision for a good life then smaller decision can be aligned to this.

3. Supporter Engagement and collaboration
Prompt questions:
Do you have any experiences of working through conflicts with supporters?
How do you mobilise the supporter network?
• Having more than one person for support allows a person to consider different options, views and influences.
• Understanding of the roles of others can reduce tension and conflict, making collaboration easier.
• Working with other supporters may mean helping them to get to know the person better
• Decisions about our lives affect others and therefore others sometimes need or want to be involved in making decisions.

4. Reflection
Prompt questions:
Reflection –is this something you do already with your clients/colleagues?
• Reflect on the decision making process. How did it go? What was good and not so good? Would you do the same thing next time? What could you have done differently?

5. Opportunities for practise
Prompt questions:
Can you incorporate creating opportunities for decision making in your practice?
• Create opportunities start with small decisions – e.g. what food to prepare for dinner, including the shopping and cooking.

6. Support for positive risk taking
Prompt questions:
How does your organisation balance duty of care and dignity of risk?
With NDIS, how does your organisation face requests to participate in new activities that require risk considerations?
• This could involve stepping outside of one’s comfort zone to try new things.
• How might policies and procedures balance protecting someone with ensuring they have the space to take positive risk?

7. Recording and documenting
Prompt questions:
Do you document – accumulated knowledge about client’s will and preference?
Is documentation accessible to person with disability?
• Transparent practice and accessible (including to person with disability)
• Record in an accessible format what you have observed, heard, tried – develop knowledge base for person with disability
• Accountability - involve the person with disability in the process
• Clearly explain how you know about the person’s preferences, the rationale for their support and how support is provided
Appendix 6

Communication Sentences

- I want to see the elephants and the monkeys at the zoo.
- I don’t like Mick Jagger I like Michael Jackson.
- I’d like a pork chop, two eggs and mashed potato for dinner.
- Don’t give me pork or chicken sausages I like beef sausages best.
- I want to watch the Hulk, not Spiderman.
- I’d like to watch a film: “The hangover” or “Bridesmaids” please.
- I want to go to Hawaii in August to surf.
- I love surfing and sky diving.
- I want to go to go on a cruise and see the dolphins.
- I love dolphins and kangaroos.
- I don’t like trampolining but I do like basketball.
- I love to dance like John Travolta and Michael Jackson!
- I like Queen and ACDC.
- I want to go to the circus next month to see the clowns.
- Can we watch the gymnastics?
- I like to go snorkelling and skiing on holiday.
- I want to go horse riding on the beach.
- I want to see the rabbits, chickens and lambs at the petting zoo.
- I like musicals, especially the Wizard of Oz.
- Will you come to see Guns and Roses with me?
- Can we go on the rollercoaster?
- I want to watch a Kung Fu movie.
- I love my little cat Cuddles, he’s the best!
- Can we go dancing at the weekend?
- I don’t want any more wine, I feel drunk.
- I love funny films, can we watch “The Hangover”?
- I love old Frankenstein and Dracula films.
- I want to play the drums and be a rock star.
- I want a sexy dress for the party.
- I want to go ice skating please.
Appendix 7

Reflective Exercise

The following exercise involves reflecting on your experience in supporting decision making.

Thinking about one instance where you have supported a service user with a decision (big or small)...  

<table>
<thead>
<tr>
<th>Describe the decision and what happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What was the decision? Who was involved? What did I do? What did others do? What was the outcome?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were you thinking and how were you feeling?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What were my emotions? Did I make judgements?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were positives and negatives about the decision process?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What went well? What didn’t go so well?)</td>
</tr>
</tbody>
</table>
What influence, if any, did you have on the outcome?
(Did my actions match my own values? How did I react and why did I react the way I did?)

Could you have done anything different?
(What have I learned? What if I had done something different?)

What would you do next time?
(Has this changed my practice?)

Learning goals:
• To gain a basic understanding of the difference between description and reflection.
• To gain a basic understanding of how reflection can facilitate learning.
• To begin to apply this knowledge to a supported decision making experience.

This activity has been adapted from "Gibbs’ Reflective Cycle: Helping People Learn from Experience; and work conducted by Ability Links, St Vincent de Paul Society
Scenario 1 – Karen
Karen is a 56 year old woman who likes to be social and particularly enjoys going to the movies with friends. Karen has an intellectual disability and psychosocial disabilities (schizophrenia and depression). Karen had a hip replacement 3 years ago and a mastectomy 6 months ago. Karen also has a skin condition, which is well managed.

Karen lives in a group home with 3 other people. Staff in the home have been encouraging Karen to be as independent as possible with her activities of daily living, including personal care. They are encouraging Karen to shower daily but Karen only wants to shower a couple of times a week.

Karen’s sister Tracey believes that Karen is not showering enough and regularly asks staff to ensure that Karen showers daily. The constant efforts to get Karen to shower often lead to disagreements in the house.

Task
You have been asked to work with Karen to assist with planning her personal care.

• What do you know about the person including her relationships?
• What is the key decision(s) to be made?
• What issues/challenges might impact on you providing support for decision making?
• What steps will you take with the person to support them to make a decision?

Scenario 2 – Charles
Charles is a 36 year old man who is quite shy and is happiest when he is busy. He has an intellectual disability, autism and epilepsy. He has good communication skills and basic literacy skills. He attends Forest Day Programs 3 days a week and collects trolleys at the local supermarket one day per week.

Charles lives with his 75 year old mother who has terminal cancer and is now struggling to care for herself and her son. A decision needs to be made about where Charles will live in the future. His mother is concerned that he will not cope on his own as she has always taken care of all the cooking, cleaning, bills etc. She has told him she wants him to move into a group home so that he can be looked after by the staff there. Charles gets very upset when his mother talks about this and has said he wants to stay where he is.

Charles’s mother wants an application for guardianship to be made because she says “someone will need to make decisions for Charles when I am no longer here to do it.”

Case scenario 2 - Charles (Continued)

Task
You have been asked to support Charles in making a decision about where to live in the future.

• What do you know about the person including his relationships?
• What is the key decision(s) to be made?
• What issues/challenges might impact on you providing support for decision making?
• What steps will you take with the person to support them to make a decision?

Scenario 3 – Supna
Supna is a 21 year old woman who enjoys being around people. She has an intellectual disability, visual impairment and epilepsy. She is fed via a PEG and is reliant on a wheelchair for her mobility. Supna’s communication is severely limited; she is unable to understand speech. Supna lives in a group home and attends Capricorn Day Programs 4 days a week where she takes part in a range of activities.

Supna’s annual day program planning meeting and NDIS plan meeting are both coming up soon and some thought needs to be given to what activities she will do over the next 12 months. Supna has been attending weekly art classes but her new keyworker, Mary, feels that music therapy would be of more benefit to Supna. She did attend music therapy as a child.

Mary’s team leader at day programs doesn’t want Supna to change from art to music therapy as it will impact on her budget (transport, staffing levels etc) and disrupt routines. When Mary discussed changing activities with Supna’s family her mother said “Supna is fine doing what she’s doing, leave it as it is.”

Task
You have been asked to support Supna in making a decision about activities at day programs.

• What do you know about the person including her relationships?
• What is the key decision(s) to be made?
• What issues/challenges might impact on you providing support for decision making?
• What steps will you take with the person to support them to make a decision?
Scenario 1 - Karen

Karen is a 56 year old woman who likes to be social and particularly enjoys going to the movies with friends. Karen has an intellectual disability and psychosocial disabilities (schizophrenia and depression). Karen had a hip replacement 3 years ago and a mastectomy 6 months ago. Karen also has a skin condition, which is well managed.

Karen lives in a group home with 3 other people. Staff in the home have been encouraging Karen to be as independent as possible with her activities of daily living, including personal care. They are encouraging Karen to shower daily but Karen only wants to shower a couple of times a week.

Karen’s sister Tracey believes that Karen is not showering enough and regularly asks staff to ensure that Karen showers daily. The constant efforts to get Karen to shower often lead to disagreements in the house.

Task

You have been asked to work with Karen to assist with planning her personal care.

1. What do you know about the person including her relationships?
   Social, movies, friends, ID and psychosocial disability, health issues, sister, staff and housemates.

2. What is the key decision(s) to be made?
   Showering.

3. What issues/challenges might impact on you providing support for decision making?
   Karen’s will and preference; the sister; health issues; staff values; communication issues.

4. What steps will you take with the person to support them to make a decision?

Target answers may include:

- Talk to Karen to find out why she doesn’t want to shower more often. What is her will and preference?
- Are there any issues with house routine? Access to shower, hot water etc?
- With Karen’s involvement find out more about her skin condition, does showering less frequently affect it? It is well managed so not an issue?
- Would Karen like to talk to a Psychologist or counsellor?
- Talk to sister; find out where the concerns come from for sister? Educate sister re her sisters rights to make own decisions.
- Talk to Karen about the implications of not showering. Is it causing a problem? If so for who?
- Do there need to be compromises/solutions that can be put in place for days when Karen chooses not to shower.
Scenario 2 – Charles

Charles is a 36 year old man who is quite shy and is happiest when he is busy. He has an intellectual disability, autism and epilepsy. He has good communication skills and basic literacy skills. He attends Forest day programs 3 days a week and collects trolleys at the local supermarket one day per week.

Charles lives with his 75 year old mother who has terminal cancer and is now struggling to care for herself and her son. A decision needs to be made about where Charles will live in the future. His mother is concerned that he will not cope on his own as she has always taken care of all the cooking, cleaning, bills etc. She has told him she wants him to move into a group home so that he can be looked after by the staff there. Charles gets very upset when his mother talks about this and has said he wants to stay where he is.

Charles’s mother wants an application for Guardianship to be made because she says “someone will need to make decisions for Charles when she is no longer here to do it.”

Task

You have been asked to support Charles in making a decision about where to live in the future.

1. What do you know about the person including their relationships?
   - shy, likes being busy, works, disabilities etc.
   - mother, day program friends/staff, work friends.

2. What is the key decision(s) to be made?
   - where to live as mother is unwell

3. What issues/challenges might impact on you providing support for decision making?
   - mothers health and views, Charles knowledge of situation, effectively communicating with Charles, timing/urgency, finances, grief

4. What steps will you take with the person to support them to make a decision?

Target answers may include:

- Talk with mother and Charles about the situation, what is his understanding of it?
- Identify will and preference, provide Charles with opportunity to visit/experience other accommodation.
- Identify strengths and abilities. Possibly assess skills, OT assessment?
- Develop a timetable, plan with Charles
- Counselling, mother and Charles.
- Educate mother re Guardianship, identify supports for Charles when mother no longer here.

Scenario 3 – Supna

Supna is a 21 year old woman who enjoys being around people. She has an intellectual disability, visual impairment and epilepsy. She is fed via a PEG and is reliant on a wheelchair for her mobility. Supna’s communication is severely limited; she is unable to understand speech. Supna lives in a group home and attends Capricorn day programs 4 days a week where she takes part in a range of activities.

Supna’s annual day programs planning meeting and NDIS plan meetings are both coming up soon and some thought needs to be given to what activities she will do over the next 12 months. Supna has been attending weekly art classes but her new keyworker, Mary, feels that music therapy would be of more benefit to Supna. She did attend music therapy as a child.

Mary’s Team leader at day programs doesn’t want Supna to change from art to music therapy as it will impact on her budget (transport, staffing levels etc) and disrupt routines. When Mary discussed changing activities with Supna’s family her Mother said “Supna is fine doing what she’s doing, leave it as it is.”

Task

You have been asked to support Supna in making a decision about activities at day programs.

1. What do you know about the person including her relationships?
   - Likes people, profound disability, does art classes and has done music in past; mother, new worker, group home and day program friends and staff

2. What is the key decision(s) to be made?
   - art or music therapy

3. What issues/challenges might impact on you providing support for decision making?
   - communication, identifying will and preference; conflict of opinions; resourcing

4. What steps will you take with the person to support them to make a decision?

Target answers may include:

- Engage stakeholders, educate all regarding process and aim of SDM
- Gather information about Supna’s past experiences, communication, likes/dislikes
- Provide Supna with opportunities to experience music therapy
- Observe Supna in both activities in order to interpret her will and preference
- Explore finances and prioritise in line with Supna’s wishes and finances
Date:

Organisation:

**Evaluation Form**

**Introduction to Supported Decision Making**

Thank you for completing this evaluation form. Your feedback will assist with continuous improvement.

Please rate the following:

1. Overall, how relevant to your role was the material presented today?
   - [ ] not at all
   - [ ] not very
   - [ ] somewhat
   - [ ] very
   - [ ] highly relevant

2. My awareness and understanding of the concept of Supported Decision Making has increased:
   - [ ] not at all
   - [ ] not very
   - [ ] somewhat
   - [ ] very
   - [ ] highly relevant

3. My understanding of the strategies and processes for supporting decision making has increased:
   - [ ] not at all
   - [ ] a little
   - [ ] somewhat
   - [ ] a substantial amount

4. I am likely to apply the information that I have heard today to my practice:
   - [ ] not at all
   - [ ] not very
   - [ ] somewhat
   - [ ] very
   - [ ] extremely likely

5. How would you use your learning today in your practice?
   - [ ]
   - [ ]
   - [ ]
   - [ ]

6. What did you find most useful at today’s session?
   - [ ]
   - [ ]
   - [ ]

(Continued next page)
(Continued from page 51)

7. Is there information that you think should be covered that wasn’t?

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8. What other changes to the training session can you suggest?

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9. Would you be interested in learning more about train the trainer opportunities for supported decision making? If yes, please leave contact details.

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10. Other comments:

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### Appendix 11

**Background Reading and Factsheet Links**

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<th>Resource</th>
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<td>Helen Sanderson Associates</td>
<td>9 &amp; 27</td>
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<td>Optional</td>
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