Self Determination Is For EVERYONE

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Workshop Objectives

- Define self determination, person centeredness and dignity of risk and how it relates to everyone;
- Provider roles and responsibilities related to individuals with acquired brain injuries with regard to social and intimate relationships; and
- Tools and resources to encourage an open dialogue with consumers based on individual choice and informed decision making.
Principles

- Self-Determination
- Person-Centered Planning
- Informed Decision-Making
Self Determination

- Varies from person to person
- Is NOT based on a program or model of services that people must pick from
- Focuses on what each person needs and wants
- The person is “in the drivers seat” and takes charge
- Support may be provided, but it’s based on the individual
Self Determination

- Self-determination is guided by:
  - **Freedom** - to decide how to live your life
  - **Authority** - over resources and supports
  - **Support** - needed to live full lives that are life enhancing and meaningful
  - **Responsibility** - for decisions and actions
  - **Confirmation** - roles that people play
Additional Self-Determination Principles

- Dignity and Respect
- Choice and Control
- Relationships
- Giving and Community
- Dreaming and Planning
- Fiscal Responsibility
- Role of Professionals
- Choice has limits
- Whatever it takes
Person-Centered Planning

- A process which involves continual listening and focus on what is important to someone in the present and in the future.
- It is important to understand a person’s abilities and choices.
- The framework for problem solving and negotiation to mobilize necessary resources to pursue a person’s aspirations.
We Focus our Person Centered Planning On Values and Experiences

- Belonging
- Choosing
- Contributing
- Being Respected
- Sharing Ordinary Places

Person
Person-Centered Planning Is…

A Paradigm Shift.....

From
- System-Centered
- Community Presence
- Community Participation
- Problem Focus
- Separate but “Equal”

To
- Person-Centered
- Promoting Choice
- Supporting Contribution
- Strength Based
- Fully Integrated
Person-Centered Planning

- Individualized
- Evolving and changing
- Support can be ongoing or short term
- Doing *WITH* not *FOR*
Goal
Our Role in Person-Centered Planning

**Listening: Knowing** - who someone is as a person; how they tell their story; who else they would choose to tell parts of their story and why; knowing what "matters;" understanding strengths; understanding needs

**Partnering: Doing with or on behalf of (not for)** - in a way that preserves dignity, facilitates continuity with one's identity; one's self; one's story and one's life; meeting needs; providing access to necessary supplies, supports; providing tools, equipment and hands-on assistance to master the environment, meet needs; providing "CHOICE" in doing for...providing "personal power" - "I am the boss" [or...I delegate another boss or...I abdicate being the boss and I allow "doing for" in the way I have always allowed it]

**Facilitate and root for** - wishes, knowing someone's story; knowing "what matters;" understanding strengths, needs, goals, hopes and wishes;

**Maintaining Belief** - unconditional regard; wanting the person to be well and do well and holding hope for the person to achieve that outcome; believing in; having faith in; not giving up on
Person-Centered Outcomes

The Experience of:

- Respectful/compassionate support
- feeling safe in one’s home
- being known (sharing one’s story)
- having choice, control, and mastery in personally meaningful activities
- being connected & sustaining important relationships
- continuity & meaning in one’s life
- working toward a personal goal
Barriers to Person-Centered Planning

- History of doing for.....not with
- Feeling a sense of accountability
- Risk can be difficult to sort out
Dignity Of Risk - Definition

Dignity of risk refers to a person’s right to experience all that life has to offer, such as learning a new skill or taking part in an activity that may entail some element of risk, but has benefits that might include gaining greater self esteem and independence.
Dignity Of Risk

- Dignity of Risk is closely tied to the concepts of self-determination and independence
Ethical Self-Reflection and Exploring Risk

- Type of risk?
- Severity of consequences or worst case scenario?
- Likelihood of consequences?
- Does the risk taking behavior impact others safety?
- By avoiding risk, what are the potential negative effects?
- What resources or resource restrictions are there?
- Are there professional standards of care to be considered or compromised?
Ethical Self-Reflection and Exploring Risk

- What personal factors influence you (previous personal or professional experiences with negative outcomes, etc.)?
- What is your worst fear?
- How does that experience influence your process in identifying and managing risk?
Learning about Support

Fixing vs. Supporting

Power Over

Power With
Importance Of Environments

- Causes significant aggression or depression.
  - What is toxic to one person many not be toxic to someone else
- Results in Power Over as we try and control the aggression or withdrawal

- People are depressed, have given up.
  - We see “learned helplessness”
  - May have been toxic but people feel powerless
  - There is no (or very little) growth

- In a supportive setting there is growth.
  - People have moved from toxic or tolerated “blossom.”
  - There is Power With
  - This is the minimum for everyone.

- Needed for some people wounded by toxic or tolerated settings
  - Focus is on restoration and wellness. There is a need to partner with clinical supports

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Roles: Understand What Is Important

- What, if anything, would you like to be different in your day-to-day life / today?
- Why is that important to you?
- Who in your life supports / helps you?
- How can the team help you with your goals?
- Name one or two things you hope to accomplish
Additional Questions

- What is a “typical” day for you?
- Is there something you would change in your life if you could?
- What do you enjoy doing? How often do you spend time doing the things you enjoy?
- If you don’t spend time doing the things you enjoy, why not? Would you like to change this?
Additional Questions

- Are there barriers that stop you from doing the things you enjoy?
- Who do you enjoy spending time with? How often does this happen?
- What one interest or goal would you like to work on? How important is this to you and why?
Working With People Who Need Support in Decision-Making

- Always include the person, unless there is a very good reason not to.
- Remember to always ask someone what they like or makes them happy, even if it’s in the moment.
- Include natural supports in the person’s life as much as possible - not just providers.
Christina: Understanding Her Story

- 35 year old female with an acquired brain injury and T5 Incomplete spinal cord injury she received from a car accident when she was 20 years old
- Limited mobility – uses a manual wheelchair
- Requires support with making decisions / cueing
- Has depression, anxiety and has issues with impulse
- Needs support with three of the main ADLs; and most IADLs
- Her mother is her conservator and Christina has a good emotional support system, with a few close friends
- Lives in her own apartment with 24 hour supports through the ABI Waiver
Christina: Understanding What Is Important

- It’s important to Christina that she continue to be independent in the community with adequate support.
- She would like to have staff work for her that care and support her with her goals.
- She wants to be able to spend time with friends, and doesn’t like that someone needs to be with her all the time.
Christina: Developing a Plan

- Collaboration of Christina’s team to establish a realistic plan that addresses both what is important to / for her
- Plan focused on the areas that Christina wants to change.
Christina: Implementing a Plan

- Her staff on the weekends will do activities she enjoys, and assist with supporting her to do activities with friends.
- The team will assist in coming up with activities she can plan and do.
For Consideration

- Relationships
- Privacy
- Decision Making
- The Person
- Acquiring a Disability

- Responsibilities
- RISK
Honoring Relationships

- Who are the trusted people in the person’s life?
- What can we do to build healthy relationships?
- How can we grow the Circle of Support?
- Respecting Privacy of everyone involved
Write Your Name

Good Day

Bad Day

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# Good Day/Bad Day

<table>
<thead>
<tr>
<th>Good Day</th>
<th>Bad Day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A really good day</strong></td>
<td><strong>A day that is too challenging</strong></td>
</tr>
<tr>
<td>• What happened that contributed to your good day?</td>
<td>• What threw your day off?</td>
</tr>
<tr>
<td>• What do you look forward to doing?</td>
<td>• Made the day bad for you?</td>
</tr>
<tr>
<td>• Who do you look forward to seeing?</td>
<td>• Made you frustrated? Bored?</td>
</tr>
<tr>
<td>• What happens that gives you energy to deal with difficult situations?</td>
<td>• Took the fun out of it?</td>
</tr>
<tr>
<td>• What motivates and interests you?</td>
<td>• Be sure to include those daily frustrations</td>
</tr>
</tbody>
</table>

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## Communication Chart

<table>
<thead>
<tr>
<th>What is happening</th>
<th>I do this</th>
<th>It usually means</th>
<th>And I want you to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In the environment</td>
<td>• The action</td>
<td>• Meaning of the action</td>
<td>• What other people should do or say in response</td>
</tr>
<tr>
<td>• What’s just gone on</td>
<td>• What others notice</td>
<td>• What the emotions and feelings are</td>
<td>• Or not do or say…..</td>
</tr>
<tr>
<td>• The “trigger”</td>
<td>• Can be seen, heard, and felt by others</td>
<td>• What’s going on inside</td>
<td></td>
</tr>
</tbody>
</table>
Learning Personality ‘Characteristics’ that need to be Present or Absent in Supporters

<table>
<thead>
<tr>
<th>To learn the characteristics that need to be present, ask:</th>
<th>To learn the characteristics that need to be absent, ask:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who is closest to the person?</td>
<td>• Who does the person avoid?</td>
</tr>
<tr>
<td>• Who enjoys spending time with the person?</td>
<td>• Who dislikes spending time with the person?</td>
</tr>
<tr>
<td>• Who helps make good days happen for the person?</td>
<td>• Who helps the person have bad days?</td>
</tr>
<tr>
<td>• What characteristics do these people have in common?</td>
<td>• What characteristics to these people have in common?</td>
</tr>
</tbody>
</table>
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