

Team 15: Working/Not Working to Outcomes



Agenda Item:

Time	What	Who	Outcome	Please come prepared by...
15 minutes	Practicing developing outcomes from working /not working	Your name	We have practiced the process of developing outcomes from working /not working	Watch the video Outcomes on the membership site.

Team 15 session plan – Practicing:

How long	Activity	How to do it	What do say
2 minutes	Team 15 topic – Practicing developing outcomes	Follow steps of outcome setting using the process	<p>“You will have seen the video about moving from working/not working to outcomes. This Team15 session is a way for us to practice this together so that we feel confident to develop person-centred outcomes for people who we support. It’s vital that we develop outcomes together with the person, in order that their outcomes are things that matter to them. We know that if we work towards outcomes that are meaningful to us then we are more motivated to make them happen.</p> <p>We collect the information about what’s working</p>

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and not working from different perspectives at the initial conversation with the person and at their review meeting.

We also talk about what the person would do if they could.

Using this as a starting point we then find out from the person what their top priority is, saying something like “Out of this list of problems or things that are not working, which are the top priorities for you? What are the most important ones to change?”

Once you have this priority work through the steps together:

1. What’s the Priority for the person
2. What’s the positive change we’d like to see?
3. Now we need to make it specific
4. Is it achievable?
5. Now let’s check:

Is the solution embedded in the outcome?

Is it measurable?

Does it keep something that is working?

Does it change something that is not working?

Does it move the person towards a future they want?

Do you know your starting point?

Is it personal and not expressed from a service perspective

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			<p>The from this you have an outcome that means something to the person and can be measured to enable everyone to know if the person is meeting their outcomes or not.</p> <p>Now it's time for you to have a go. First work through Sue's example, then practice developing an outcome for Pat."</p>
<p>2 minutes</p>	<p>Example of developing outcomes from working/not working</p>	<p>Prepare a flip chart with four columns with the headers – Priority, What's the positive change? Now make it specific, Is it measurable?</p> <p>Print out or write on cards the example.</p> <p>At each step put them up on a flip chart.</p>	<p>"We will work through Sue's example together.</p> <p>Here's what Sue said wasn't working for her (Sue 1) I don't do anything all day, I just watch TV</p> <p>First we think about the positive change we want to see happen (Sue 2), we need to make sure this is a positive statement rather than something like 'I don't watch TV all day' - I have interests and hobbies</p> <p>Then we make it specific (Sue 3) - I have hobbies and interests that I follow every week This is fine though if we know the interests or hobbies that Sue has we could make it even more specific</p> <p>Is it achievable? (Sue 4)</p>

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			<p>Yes it is.</p> <p>Then we check:</p> <p>Is the solution embedded in the outcome? – no there’s no solution there, if there was we would say something like Sue</p> <p>Is it measurable? Yes - When we see Sue we can check if she is doing something related to her hobby or interest every week.</p> <p>Does it keep something that is working? – that’s not relevant here</p> <p>Does it change something that is not working? – yes it does</p> <p>Does it move the person towards a future they want? - yes</p> <p>Do you know your starting point? – yes we know Sue says she watches TV but we would find out if there’s anything else</p> <p>Is it personal and not expressed from a service perspective – yes, in Sue’s example we’ve used every day language rather than writing something like ‘Sue is engaged in meaningful activities on at</p>
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			<p>least 1 occasion a week' which isn't something that you or I would say about our own lives."</p>
<p>10 minutes</p>	<p>Practice developing outcomes</p>	<p>Print out the handouts</p> <p>Divide the team into groups of 3 or 4. Read them Pam's story and give everyone a handout.</p> <p>Ask each group to choose something from the not working to develop.</p> <p>Then ask them to work through the steps and create an outcome.</p> <p>Take feedback from the group and discuss.</p> <p>Show the worked through example if you wish.</p>	<p>"Now here's an example for Pam. First let me tell you Pam's story.</p> <p>Pam is 90 years old and lives alone in her own flat. She is always smiling, elegant and fiercely independent. Pam receives 11 ½ hours of care support each week to help her with washing, baths, dressing and preparing food. Her commissioned outcome is to increase social interaction as well as meet personal care needs.</p> <p>Pam's family are very important to her. She sees her daughter Dianne every Friday when they do the food shopping together and have lunch in a local garden centre. Her other daughter Kate has Pam over for Sunday lunch every couple of weeks.</p> <p>Pam goes to a day centre one day a week which she really enjoys. She likes meeting friends there and also playing dominos and bingo. Pam has a couple of good friends and neighbours that she talks to on the phone rather than sees as she can't get out now on her own.</p>

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			<p>Pam used to go to church every Sunday and is now visited every Monday by Lynne who brings communion for her.</p> <p>Pam enjoys keeping her mind active reading the daily paper and doing crosswords and puzzles.</p> <p>Have a look at what Pam and her family identified was working and not working for her.</p> <p>Choose something that isn't working and develop some outcomes for her using the sheet. I will give you 5 minutes. Write your outcome on a piece of flip chart paper so we can feedback to the group."</p>
1 min	Key points	Summarise the key learning point about working/not working	"Finding out what is and isn't working for a person and then using their priorities to develop outcomes that are meaningful for them is part of keeping the person at the centre of their care and support. We can make sure we're always taking into account what matters to them. "