

**UTOPIA
a Facilitated Journey**

**“Strengthening Community by
Creating Links”**

**A Collaboration in Service Transformation
Between Standards and Monitoring Services (SAMS) and SkillWise**

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"Every single person has capabilities, abilities and gifts. Living a good life depends on whether those capabilities can be used, abilities expressed and gifts given. If they are, the person will be valued, feel powerful and well-connected to the people around them. And the community around the person will be more powerful because of the contribution the person is making."

- John P. Kretzmann and John L. McKnight

Key Learning

Main Results of this Project

As of March 2013, over 50 individuals are now involved in interests and activities of their choice in the community i.e. outside segregated ‘disability’ services.

As of March 2013, 16 people have obtained employment through connection with this process

The total cost for this project (i.e. additional training and coaching provided by SAMS): \$25,000.00

Myths Identified

Positive change requires:

- Increased funding
- Prolonged introspection
- Different staff
- A long time
- Expensive interventions and assistance

Service transformation does not need to be time consuming, complex or costly if there is:

- a clear set of principles and an agreed direction
- a willingness to make change (management and staff)
- co-ordinated input from credible skilled educators
- a strengths based approach to service transformation
- practical skill sharing
- an emphasis on ‘customising’ approaches and supports while using natural supports and existing community resources
- a linking of resource to increase their individual value

Individual outcomes included:



Staff/organizational outcomes included:

- Enthusiasm
- Increased expectations
- “it is a journey of personal development for the staff and the person”
- Division between ‘service types’ has diminished
- “we are past the tipping point – we couldn’t go back to groups now”
- An incremental approach can result in a “ripple effect” i.e. more individuals and staff are keen to operate in this new way
- Natural and spontaneous change in behaviours when people experience or see a better way of doing things
- “ we are looking outside now”
- Families can be supportive
- Doing it differently for everyone
- “rather than asking if they want to be part of this new project, I have just angled it more on, how would you like to do more around your community etc. it’s been working well and am now working alongside to reach their goals faster and more efficiently by seeking specific training for them in the community”
- Decreased reliance on paid support staff has included benefits such as increased self esteem and sense of belonging, decreased cost (and paperwork!) as support is based on natural, sustainable, positive relationships. For example staff report; “L tells me he still really enjoys Skillwise, however talks more about other roles he has such as volunteer at YMCA and being part of the team there, bowling team, and Pak n Save job.”

History and Background of the UTOPIA Project

Standards and Monitoring Services (SAMS) and SkillWise have a shared interest in the research, development and implementation of individualised supports for people with disabilities.

The SAMS Board agreed to fund a project to develop processes and tools to progress a movement away from group-based service provision towards customised, facilitated support for individuals in mainstream settings. SkillWise was the organisation selected by SAMS for this project. SkillWise agreed to work in collaboration with SAMS in terms of staff training and development of the “one person at a time” model, with the aim of moving to an inclusive community by creating links. The staff at SkillWise suggested that the ultimate aim was for “utopia” and hence the project was named “*the Utopia Project.*”

From SAMS’ perspective the key objectives of the partnership with SkillWise were:

- To identify specific approaches that result in tangible, positive change for individuals and family/whanau
- To demonstrate how successful service transformation can occur in New Zealand.

Key aspects of these objectives included;

- Establishing a facilitation-based approach, which enables individuals to experience ‘everyday things in everyday places’ in the community, rather than the provision of segregated or fixed activities for disabled people.
- Adopting a “one person at a time” approach
- Achieving positive change with minimal “external” resource (ie. SAMS)
- Further developing supports and services to increase confidence and capacity within the staff team and those using the service
- Transferring “rhetoric” into practical skills

Over many years, SAMS has explored different approaches to service transformation. The agreed process was to combine Developmental Evaluation, customised training and practical “coaching” (the demonstration of specific skills in partnership with hands-on staff) to achieve service transformation.

The anticipated outcomes for those working for and supported by SkillWise included:

- Increased numbers of people participating in the community on an individual basis i.e. social inclusion, community participation and supported employment
- Increased “flow” of individuals towards integrated settings
- Increased staff skill and demonstrated strategy related to ‘facilitation’ and utilising community assets
- To build community around the individual, rather than the service.

The Christchurch earthquake in February 2011 meant the loss of the SkillWise building, many records, documents and much equipment. It also provided a totally new approach to this project as we were starting with a ‘blank sheet of paper’. At the first meeting between SAMS and SkillWise staff following the earthquake, they identified the following:

“Post earthquake we have a new opportunity...

- To think without restrictions
- To identify and share our strengths
- To identify what has been important
- To identify what has worked
- To identify what to let go
- To think together about new options, new ways, new paths”

Four staff were selected to initiate the project and they invited four individuals who use SkillWise services to participate. Key aspects included ‘facilitating’ a process of getting to know the person better so staff and the individual’s networks might connect them with people and activities within their local communities. This included getting to know about the people in their lives, the activities that they do and do not like and their dreams. As information was gathered links were made and the person supported to participate in more activities of their choice/interest and, for most, with staff support being replaced or supplemented by more ‘natural supports.’

“At the end of the day what we are aiming to achieve in Utopia is not simply finding our persons opportunities outside of SkillWise and strengthening their community networks, but it is also supporting a complete societal change. We need to not just support our persons, but in our communications with others, we need to encourage people within society to be more accepting of people with disabilities and to move away from ‘labeling people’”

- SkillWise support worker

Process and Methods for Service Transformation

Staff Development Forums

A number of staff forums were held to discuss ways to transform the current style of service provision. While community participation was part of the existing service provision, it tended to be in groups and in fixed formats. It was agreed that understanding the “WHY” was a critical change factor in the process of service transformation. In the Utopia Project the change is determined by the individuals being served and is led by them. They are supported to learn to explore and identify their true interests. The practice of valuing each person directs the ways of providing information, support and development for all involved in ways that are meaningful to them. Staff learn to facilitate a process of getting to know the person better and, in turn, connect them with people and activities within their local communities. Staff learn to understand their role is to support, facilitate, develop and guide rather than to provide a fixed set of options.

Mentoring of Staff

One of the key roles of the SAMS staff who were involved in this pilot was to mentor and guide staff as they endeavored to learn to ‘facilitate support’. Mentoring, in this situation, was described as developing a relationship that promotes reflection, learning and insight.

Key aspects of the mentoring process included:

- **Further development of shared vision and commitment**
Critical to the development of individualized support is the requirement of all involved to share the vision and be committed to the process of supporting one person at a time. Discussing and dealing with the issues of change that arose from this style of support will ensure that those involved worked together towards a better future for all. Sharing the vision enables and promotes a change process that moves from “group support” to one of truly customised support.
- **Recognition of staffs’ skills**
Acknowledgement of the staffs’ previous experiences, learning and commitment to those being supported was appreciated and understood as another foundation for on-going development. This was not about “older/wiser” guiding “younger/aspiring” but rather a more egalitarian process that appreciates and recognises the skills and attributes that all parties bring to the process.
- **Importance of building relationships**
The relationship between those involved in the mentoring process was a foundation to further development. Good mentoring promotes the development of healthy relationships that mirror the process of facilitation-based support. Through mentoring, a synergetic relationship develops that enables those involved to set and achieve goals, make decisions and solve problems.
- **Flexibility**
Mentoring can be formal, informal, one-to-one, and small group. For Utopia, all of these have occurred – emphasizing the importance of being flexible and utilising appropriate processes as needed.
- **Satisfaction**
Mentoring was enriching and satisfying for all involved.

Methods used in the mentoring process included:

- Coffee and chats
The process of “getting to know” a person by doing typical things together, such as going out for a coffee and a chat, was reported by staff, to be one of the most significant change factors for them. Typical activities enabled a more relaxed atmosphere, which promoted more positive and trusting relationships and a sense of mutuality. This in turn, led to individuals experiencing more confidence about exploring a wider range of options. For many staff, this process was far more useful and respectful, than the well-intended but often standardized personal planning procedures.
- E-mailing
This form of communication was used to document any agreements, plans, ideas that had been discussed. It ensured that there was regular feedback and information and promoted an easy and informal method of discussion and communication between the mentor and the staff person.
- “Assignments”
For some individuals and staff, ‘assignments’ provided a focus for discussion and discovery. Some examples might be to discuss and discover the people in someone’s life and who they enjoy spending time with. Having a focal point often led to other information that would be of benefit to the individual.
- Walking alongside
Often the mentor would participate in the initial activities such as ‘community mapping’ or using ‘talking mats’ as a way of providing guidance and support to the staff person. This also enabled the mentor to role model social interactions, note new ideas and in general provide encouragement and feedback for learning.

SAMS staff supported, mentored and assisted by facilitating staff learning and development forums, regular feedback meetings with individual staff, preparing resources, providing analysis and participating in project activities such as

- Guidance questions for development of personal plans
- Talking Mats™
- Circles of support
- Community mapping
- Tasters

Further information about these tools can be found in Appendix 1

“I’m finding I’m doing little bits of Utopia with different people. I’m using the tools we’ve got – for example I’m using the talking mats for CPP prep and even though I’m not saying ‘I’m doing Utopia with someone’ when we’re talking about goals we’re going out into their community and doing something interesting; something they want to do.

- SkillWise support worker

Staff Skill Development

SkillWise staff were keen to further develop their skills, which would enable individuals being supported to belong to and participate in communities, activities and relationships of their choice. This required some “re-thinking” of staff roles and responsibilities. In particular, staff had to learn or further develop the following skills:

Networking and Connecting	<ul style="list-style-type: none"> • Identifying and utilising current networks of staff, families/whanau and colleagues e.g. developing asset registers • Knowing how to “introduce” people <ul style="list-style-type: none"> ○ For the individual – what skills, information, prompts (e.g. how to take turns in a conversation, what to say, what not to say, etc) ○ For the ‘others’ – educate them by being a positive role model, affirm their positive interactions and responses ○ Be prepared to practice, give prompts to assist all involved (e.g. “why don’t you tell X about your last fishing trip.”) ○ Assisting others to be ‘at ease’ with the individual. Encouraging people to see past ‘disability’ and connect with the person on the basis of their interests, talents, merits. • Developing new networks <ul style="list-style-type: none"> ○ Finding and linking with other community resources • Linking with previously made contacts <ul style="list-style-type: none"> ○ Previous links with support worker enables easier linkages with next support worker • Community Mapping • Planning and Organisational skills for networking including maintaining confidence and persevering <p><i>“It’s opened up networking; I have conversations with people and there’s a lot more intention there.”</i></p>
Developing Partnerships	<p>Besides the individual, partners may include family/whanau, residential providers, community groups, employers and interested/involved individuals</p> <ul style="list-style-type: none"> • Information sharing <ul style="list-style-type: none"> ○ Discussing and sharing “Utopia” process with family/whanau ○ Providing “Utopia handout” to other providers’ staff and inviting SAMS staff to talk about “Utopia project” to other providers • Education by gentle example <ul style="list-style-type: none"> ○ Re-framing or re-directing negative suggestions/ideas • Checking in - Home visits, phone calls, regular emails keeping key players ‘in the loop’ • Understanding “collaboration” – interpersonal communication, personal boundaries and constructively using conflict • Being a good listener and able to initially “give” more in order to create and/or open pathways • Ability to give and receive constructive feedback <p><i>“His support staff person at home is really supportive and thrilled that he is having encouragement, opportunities and support in the community”</i></p>

Belonging	<ul style="list-style-type: none"> • Assisting individuals to become ‘members’/contributors of groups • Assisting individuals to develop relationships with others • Providing relevant information/support around expectations of belonging (e.g. greetings, morning teas, being on time, taking breaks, etc.) • Supporting individuals in ways that assist them to communicate and be understood • Individuals identifying themselves as people with multiple activities, friends, and plans for the future <p><i>“He tries different activities through his volunteer job and has met people there, out of SkillWise, to try them with, like his community Spin class”</i></p>
Personal Planning	<ul style="list-style-type: none"> • Ensuring this process is of benefit to the individual • Use of broader range of development tools • Constructively utilising information and the interest of family, friends and other providers • Asking how can we support you to have a good life <p><i>“When she made her first necklace at the Bead Store she was so happy she could not keep the smile off her face. She told me she had never been given the opportunity to try something like that and it made her feel good”</i></p>

We do not use the term “assessment” here as the process for getting to know someone better is based on the same range of options that any of us might use to get to know someone better. As well, it may include a broader range of “methods” in order to ensure good communication with the individual being supported.

Informal and relaxed opportunities to be together and to ‘chat’ without pressure of a ‘meeting’ or some other system/organizational expectation was revealed as one of the most effective means of gaining information and real understanding of what an individual’s interests might be.

“It’s pretty cool how it’s not just the guys accepting what they can do but it’s society; it’s a whole new culture change. Sometimes you phone people up and they’re not too sure but we’re showing them that these people are more capable than they think.”

- SkillWise support staff



Staff reported the following changes in their roles since participating in the Utopia project:

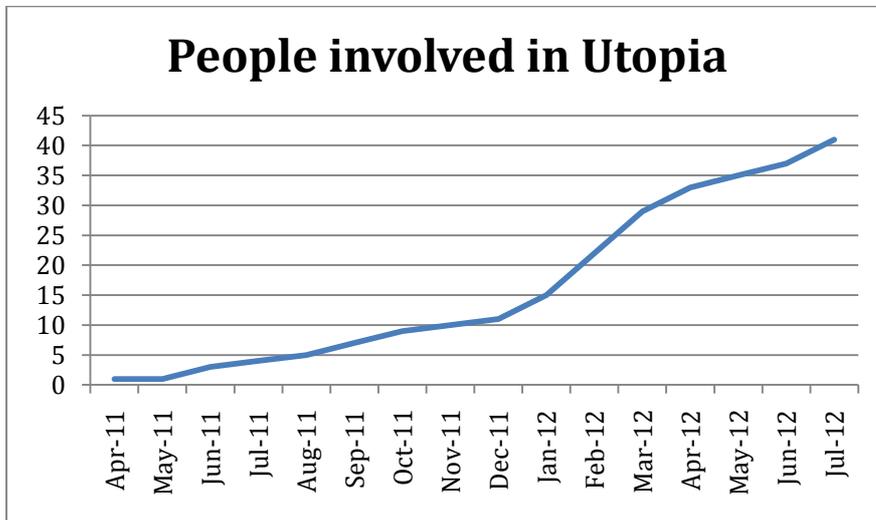
Pre – Utopia Project – Staff roles THEN	Staff roles NOW
<ul style="list-style-type: none"> • Took groups • Teaching • Provide support • Facilitating • Liaison with families • Sounding board • Mentor • Negotiate • Advocate • Inspire • Mediate • Paperwork • Computer • Encouragement • Management / report to one person • Problem solver • Attend meetings / hold / create meetings • Research 	<ul style="list-style-type: none"> • All of the THEN : plus • Transition / perceptible shift – sourcing own networks • More individualised • More networking • More connections with other organisations different communities • More community resources • More meetings <ul style="list-style-type: none"> ○ Activity ○ Organisational ○ Individual • Promoting personal growth • More passion : inspiring workmates the community • More awareness of values • Individual who is being supported is more aware of choices • Specialising / interest / focus on strengths / interests

“It is a journey of personal development for the staff and the person.”
 - SkillWise support staff



Statistics

As of August 2012, the initial group of four individual had grown to 41 involved in the Utopia project. This included participating in interests, activities of their choice which enabled further connections in the wider community, outside of the 'disability sector'.



Supported employment increased significantly over this period as well, to 14 people being supported to engage in part or full time paid employment. People's jobs included:

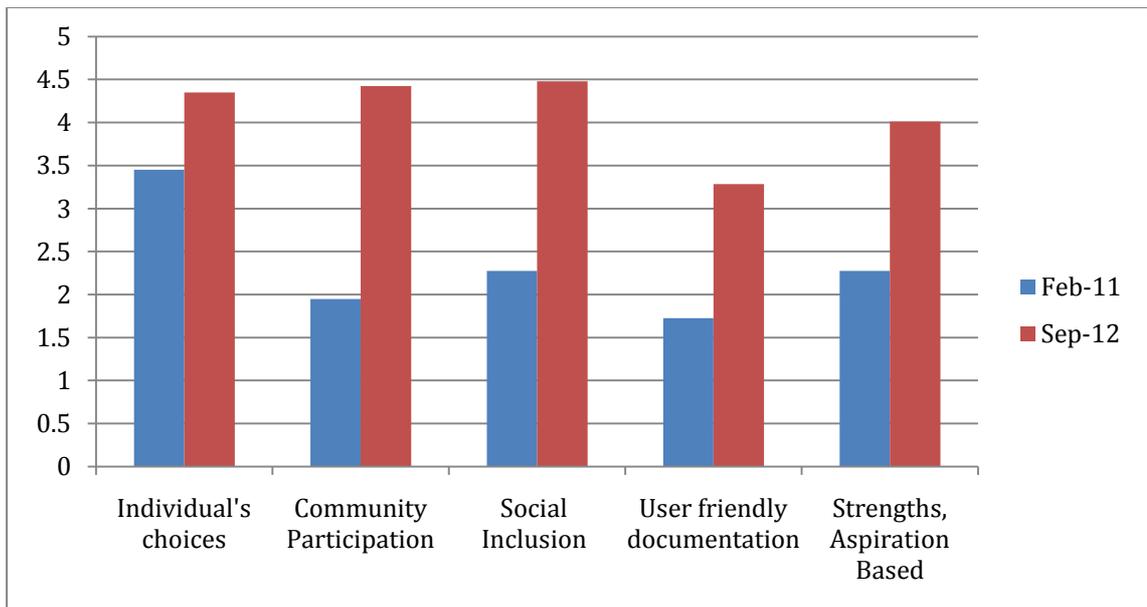
- gardener at a high school
- maintenance at a primary school
- shop assistant
- horticulturalist
- scaffolder
- kitchen hand
- cleaner at retirement village
- labourer
- check out operator



A statistical analysis of the Community Participation Plans (CPP) before the project began, and a subsequent analysis 21 months later indicates development both in the quality of the support provided, and encouragement towards people to ‘dream big’ and consider ‘mainstream’ avenues towards a good life that may not have previously been regarded as open or appropriate for them.

The CPPs were analysed on a 5 point scale, with 1 indicating the service had more control over the individual’s life, and 5 indicating the individual was more likely to have support from and interactions with other, unpaid people in their life. More details of this analysis was based on are included in Appendix 2.

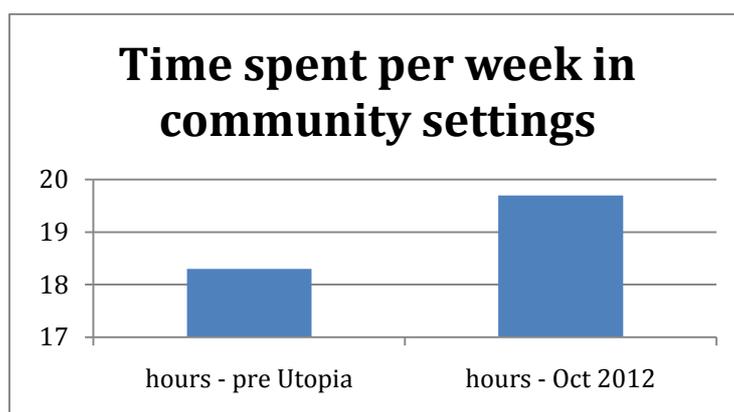
Changes in Community Participation Plans



In addition, the staff were asked to record how they spent their working hours over a given week, early in the project (June 2011), and again in October 2012.

Results suggested that more time was spent in the community supporting, and connecting an individual into a 'mainstream' group, club or activity. This was true both for the 'focus staff' (those that were mentored by SAMS) and for the staff who had been mentored and encouraged by their peers.

This change in staff focus resulted in an increased amount of time facilitating connections in community settings. This was reflected in the timetables of those individuals using SkillWise services



Benefits and Outcomes

A question foremost in the minds of all involved with this project is: ***“how has Utopia improved people’s lives?”***

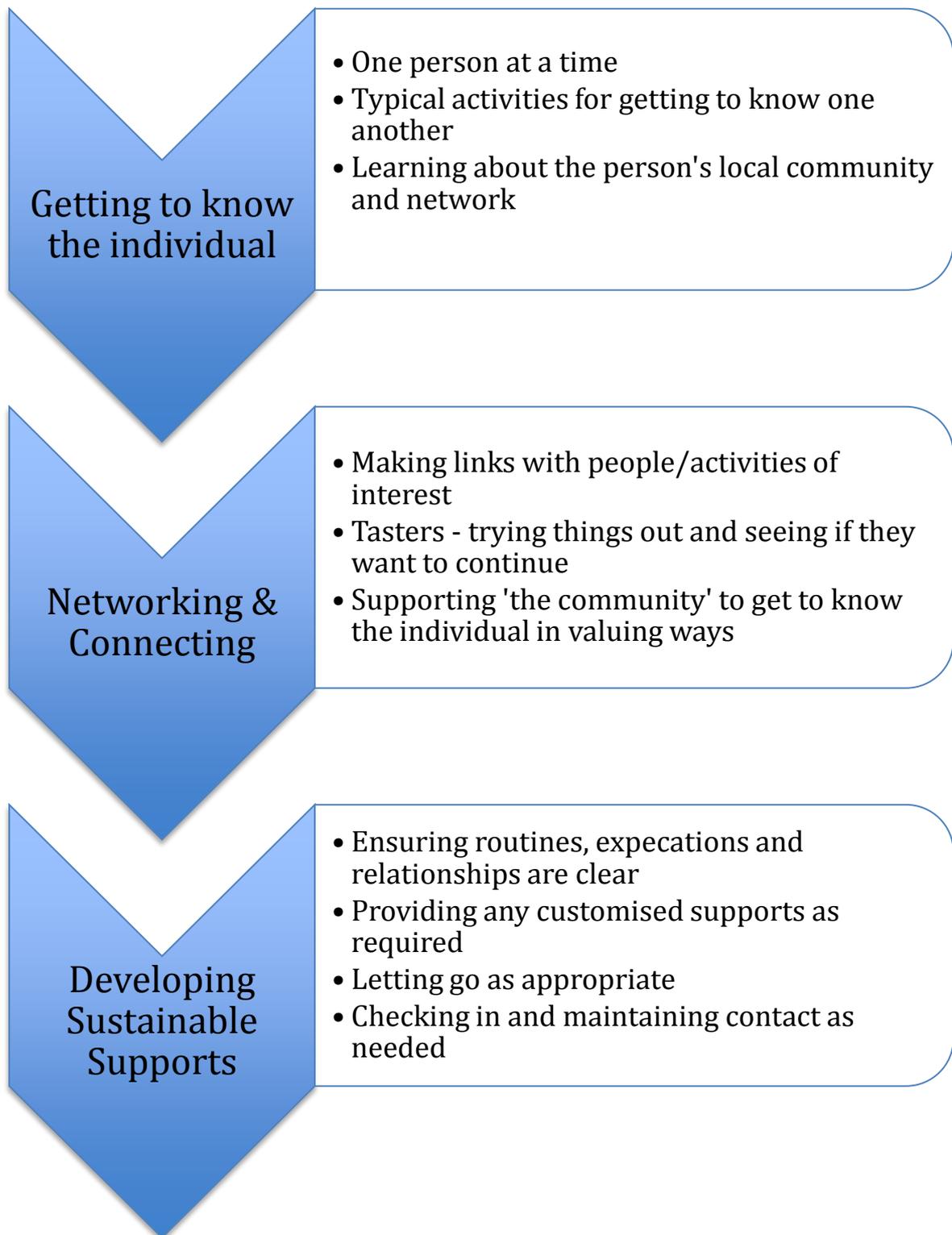
When asked to specify how the support they provide moves individuals closer to a ‘good life’ staff were quick to identify the positive changes in people’s lives. They spoke of people being more confident, and of people who were now willing to try new things. With each experience and opportunity the person is able to learn about themselves, what they enjoy, who they like to spend time with and thus moving closer towards a good life.

The following chart provides some examples of activities and groups the individuals chose to pursue and some of the outcomes in terms of development and strengthening of relationships, their own personal growth and learning new skills. A key point here is that many of these activities occur during evenings and weekends, which enabled people to move from a fixed, programme focus to truly participating in community activities.

Individualised community activity	Resulting connections and development
Volunteering at the Korean centre	<ul style="list-style-type: none"> • Friendship with another young Korean woman, going to movies together in the weekends etc. • Assistance from Korean community to connect with family • Increase in confidence and feeling of belonging • Getting to know elderly people at the Korean centre • Beginning to learn Korean language
Exercising at local gym	<ul style="list-style-type: none"> • Making friendships with other gym members / instructors • Getting a ride with a friend to gym classes • Becoming confident about using the gym without paid support • Increase in fitness, confidence, health and wellbeing
Local Community Craft group	<ul style="list-style-type: none"> • Developing friendship with craft group leader • Invited her friend to join her at craft group • Increased confidence to try new things • Developed craft skills (e.g. sewing a clown)
Adult literacy course	<ul style="list-style-type: none"> • Friendships with other students and teacher • Working towards drivers license (and associated independence) • Learning to read and write

	<ul style="list-style-type: none"> • Developing a CV for potential employment
Fishing at New Brighton pier	<ul style="list-style-type: none"> • Developing relationships with local fisher people • Moved from fishing in a group with support, to independently fishing • Getting better at fishing, occasionally providing dinner!
Entering Derby Racing (two individuals)	<ul style="list-style-type: none"> • Two young men sharing a passion for cars became friends and decided to enter the Derby • Became friends with the man at the garage who helped them build their car • Became friends with the driving instructor who sponsored the team t-shirts • Connections made and strengthened led to employment for one individual • Learned about building and racing cars • Increase in confidence and independence
Volunteering at the local YMCA gym	<ul style="list-style-type: none"> • Friendships with other YMCA staff and gym members • Recognition of his contribution with an award • YMCA Staff team sponsored him when fund raising for child cancer • More confidence using the computer • Spoke about his experiences at a national conference
Volunteering at a local primary school	<ul style="list-style-type: none"> • Friendship with the teacher she is supporting • Positive interactions with children's parents • Fun with the children • Contribution to the learning environment
Computers for Free classes	<ul style="list-style-type: none"> • Developing relationship with the tutor • Gained enough skills and confidence to invite and teach his friend how to use the computer
Joined a local community choir	<ul style="list-style-type: none"> • Potential friendships with other choir members • Inclusion in social events • Performing in front of audiences • Trying something totally new

In summary the following process resulted in positive, individualized activities for people involved in the Utopia Project:



Key Steps

Service transformation at SkillWise has involved several key ingredients:

- a willingness to make change
- a shared vision in the team
- coordinated input from skilled mentors
- one person at a time process
- a strengths based approach to service transformation
- practical skill sharing
- an emphasis on ‘customising’ approaches and supports

For the individuals using the service:

The activities, involvements and relationships that have been developed through the Utopia Project are a practical testimony to the belief that individuals have a lot more capability if given opportunities to try new things. Having opportunities to “taste” a wider range of activities and interests enabled people to learn about their likes and interests through participation and experiences. Natural and spontaneous changes were observed when people experienced a better way of doing things.

For the staff of SkillWise:

Staff made a change in focus. Personal planning sessions and subsequent staff support moved from a focus of offering on-site groups to truly working in partnership with individuals and their families to assist the individual to have the life they truly want, in a community to which they truly belong.

Staff also spoke about the “ripple effect.” As previously described, in April 2011 this project started small, with four staff working with one individual each. As success, enthusiasm and momentum grew, so did people’s motivation and confidence to try new things.

“We are past the tipping point – we couldn’t go back to groups now”

- SkillWise team leader

For the local community:

Members of the community benefit from this process by learning to interact with disabled people as individuals on the basis shared interests, passions and ability to contribute. Moving to an inclusive community by creating links between individuals, activities and places enhances the lives of all who are involved.

Challenges and Next Steps

Much has been learned and achieved through the Utopia Project. As well, new challenges continue to arise and provide opportunities for further development of this type of individualized facilitated support. Some of these issues include the following:

Reframing personal planning processes

Personal planning is a well-intended process that in many organisations has become bureaucratized and of limited true benefit to the individual. While service and support organisations need to be accountable for how they support individuals, this must not be at a cost to the person. Flexible, meaningful and on-going planning is key to this and means that organisations will need to learn to provide a range of options that satisfy the individuals they serve and provide accountability to funders. Planning needs to revert back to an action oriented process that focuses on connections and belonging.

Staff training and development

Staff are no longer expected to carry out custodial roles in fixed group activities. Learning how to network, connect, support and sustain activities and relationships are now key skills areas for staff. This also involves assisting staff to shift their expectations from that of “providing a service” to a facilitator, catalyst and enabler. This includes assisting staff to understand the development of appropriate support relationships in enabling change and growth for the individuals being supported.

“The Utopia project offers so much to the people we support but the thing is that it is not just for the people we support; it is for everyone. We all need to see achievement in our lives, success, happiness, healthy relationships and bountiful opportunities”

- SkillWise support staff

Appendix 1 : Tools and Resources

Staff Asset Register

One of the key principles of this project is based on the concept of identifying, building and utilizing the assets and skills that are within the local community, including those of the SkillWise support staff. The principle of asset-based development recognizes that EVERYONE has skills and talents and builds on these identified strengths as part of the process of connection and community building.

As a preliminary step in the UTOPIA project, all SkillWise staff have been asked to identify their skills, talents, areas of interests and attributes. This was developed in a discussion called “What do I bring to the table?” This process works to affirm and acknowledge the many skills, talents and attributes within the staff team as well as provide a starting point for connecting and linking within individuals’ local communities.

The key aims are to utilize the knowledge and connections of the staff as they relate to individuals identified preferences and interests. This means that if an individual identifies a particular activity, such as ‘fishing’ as an interest, then their support staff may be able to use the information and contacts of the staff who have also identified ‘fishing’ as a key activity or interest. It does not mean that the staff person who goes fishing must take the individual fishing, but rather he or she shares their contacts and knowledge to enable and facilitate links and connections that the individual and their support staff may pursue.

Analysis Questions for CPP

How will I gain and use **new skills**?

How will this help me learn about **choice** making?

How do I get more choices?

How will this help me be **respected**?

How will this encourage new **friendships** and strengthen **relationships**?

Where in the **community** will I do this?



How do I **give back** to my community?

How will this make me **happy**?

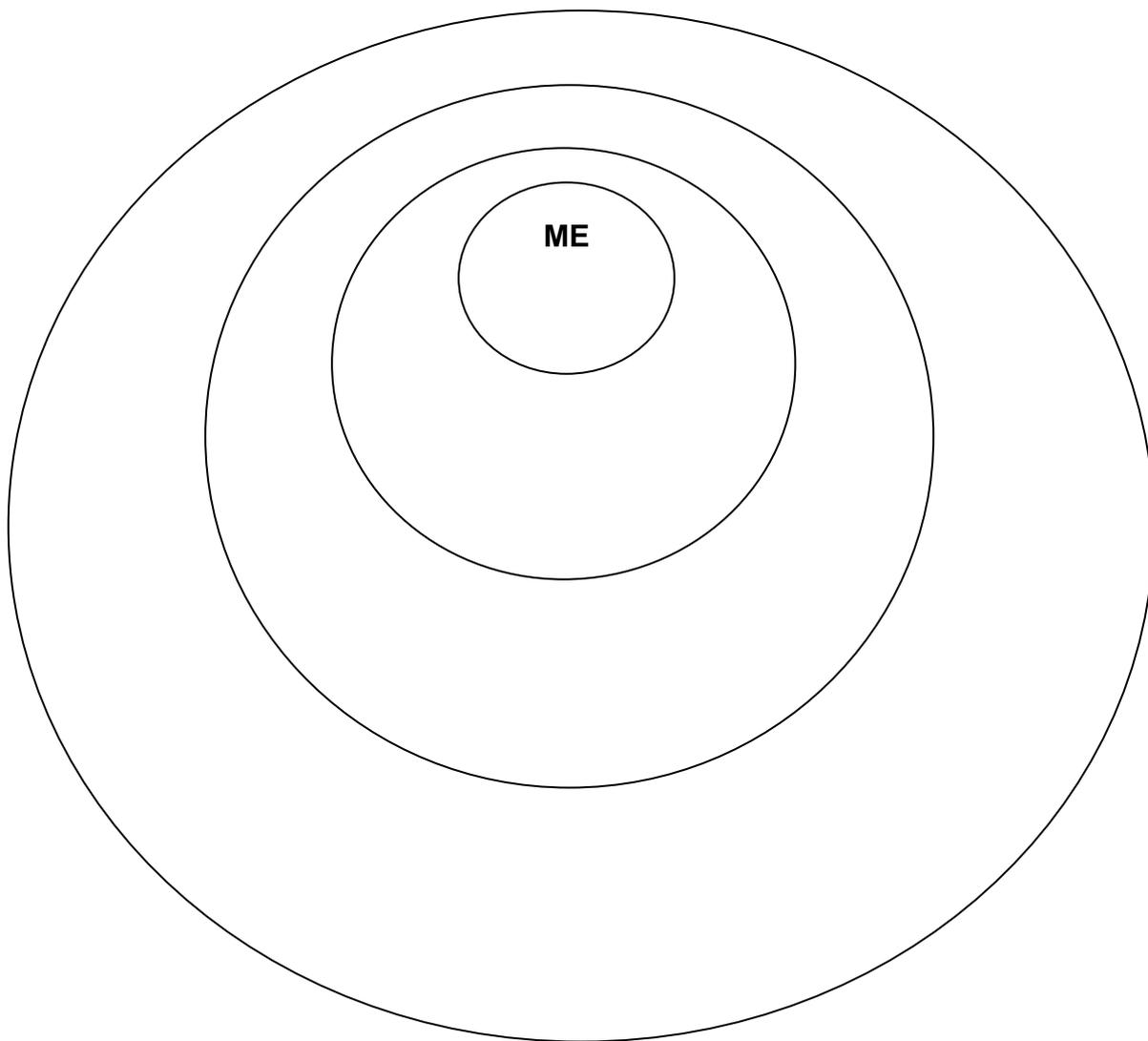
How can you tell?

How does this make my life more **satisfying**?

How will my **self confidence** be developed?

CIRCLE of FRIENDS or CIRCLE of CONTACTS or CIRCLE of PLACES

This graphic can be used to assist the person to identify people, places and/or activities based on who are what they feel closest to or what they like doing.



Reviewing the CPP – ideas and questions to think about

What do I do during the week?	What do I want to do?	What new things do I try?
Who (or what) do I love ?	What roles do I have?	What do I look forward to?

Talking mats

A Talking Mat is a simple communication aid that is useful in helping people learn about choice making. It gives people the opportunity to express their opinions, in a safe, no-pressure environment.

Information is presented in small chunks (a visual card) and the person is encouraged to put the card on a mat, in a place that indicates “yes I like that” or “no I don’t like that”.

People’s preferences (and things they dislike) can be reviewed and explored. For example, if someone indicates that they don’t like the bus, the components of “travelling on the bus” can be considered and the person can rank those. These might include;

- Waiting at the bus stop
- Climbing the stairs to the bus
- Using a bus-pass
- Finding a seat
- Sitting next to other people
- Watching out for the stop

And so on. By exploring this concept of bussing in greater detail, we can learn what a person is and isn’t comfortable with, and therefore how we can support them.

When a talking mat is completed, it can be photographed, so the person has a record of their preferences at a certain time. This can be used to promote self advocacy; for example in personal planning. At times others have firm ideas about what a person does or doesn’t like, or the person might not have the confidence to assert themselves.

For more information : see “*TalkingMats : a resource to enhance communication*” by Lois Cameron and Joan Murphy (2005) – this is a kit, with cards, booklet and DVD.

Community mapping

This is simply walking around the individuals local neighbourhood and identifying all of the activities, potential jobs (volunteer and paid), spaces, events etc. as another way of assisting the person to belong and contribute.

Mapping is done with the individual involved. Some maps are made with photos. Some maps use circles (Everything in the first circle is 5 minutes walk from my house. Everything in the next circle is 10 minutes walk from my house, etc.) Some maps are printed from the computer. Whatever makes sense to the person.

Most maps are a mix of identifying places, spaces and activities. Most are a mix of visuals, photos and descriptions. The key is that it must make sense to the person.

Community maps provide and opportunity to gain more information about preferences and possibilities. It is a tool for change and individual empowerment.

Questions to think about ...

- Who are the people around you?
- What are the places nearby?
- What are the spaces nearby?
- What are the industries/work in the area?
- What are the recreational activities in the area?
- Does any of this connect with individual's aspirations?

Appendix 2 - Personal Plan Rating Scale

	5	4	3	2	1
How current? The Personal Plan is	0-3months	3-6 months	6-9 months	9-12 months	over 1 year old
People involved	Evidence to show participants chosen and invited by person independently	Person supported to choose and invite participants with staff assistance	Persons person supported to invite participants identified by staff	Person told who was being invited by staff	Person not involved
Goal Selection - Choice	Evidence to show chosen by person independently	Person supported to choose goals with staff assistance	Person supported to choose goals identified by staff	Person told what goals to do	Person unhappy with goals
Community Participation	Goals provide opportunity to develop CP independently or with natural supports	Goals provide opportunity to develop CP individually with staff support	Goals conducted with one or two other persons in the community with staff support	Goals conducted in small group in the community with staff	Goals conducted on site
Social Inclusion	Goals provide opportunity to develop social network independently or with natural supports	Goals provide opportunity to develop social network individually with staff support	Goals conducted with one or two other persons with staff support	Goals conducted in small group with staff	Goals conducted on site – no opportunity for social networks
Documentation	Up to date, clear and easy to understand for person and others	Up to date, clear and used for staff to provide feedback to person and others	Up to date, used by staff only for development of programme/goals	Current – used only to 'sign off' completion of goal	No relevant documentation
Customised Goals Strengths Based Individualised	Goals specific to individual person's identified aspirations with appropriate setting and resources	Goals focus on aspirations of individual and strengths of individual as identified by person's support network with appropriate setting and resources	Goals focus on individual or group activities supported by Skillwise staff	Goals focus on group activities provided on-site at Skillwise	Goals standardised and not related to individuals aspirations