Choice and Risk:
A person centered approach

SDA
October 2013
<table>
<thead>
<tr>
<th>Topic/Question</th>
<th>Expected Outcome</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>We learn who is present and how we will work together</td>
<td>15 min</td>
</tr>
<tr>
<td>Accomplishments and Concerns</td>
<td>Coaches and Leaders share progress since the last time we met</td>
<td>60 min</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Considerations related to Risk</td>
<td>We create a common understanding of what contributes to managing risk</td>
<td>75 min</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Examining Risk situations</td>
<td>We look at how to support people to have more control over their lives when Risk exists</td>
<td>60 min</td>
</tr>
<tr>
<td>How do we use this information at WFC</td>
<td>We identify next steps and determine actions that need to occur</td>
<td>60 min</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Wrap Up</td>
<td>We share our next steps and appreciation of the day</td>
<td>30 min</td>
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</tbody>
</table>
Examining Risk

To Support People to have more positive control over their lives
Avoiding the trap of
Either/Or
Always seeking
Both/And
As we think about risk

• Dead and happy are incompatible, but
• Alive and miserable is **unacceptable**

• For people who present significant risks to others we also need to remember that we have obligations to the public as well as to the people we serve
You Cannot Eliminate all Risks

• Some risks are just a part of life
• But there are risks that we create or contribute to by –
  – Not listening or
  – Not understanding or
  – Both
• And some risks you just have to manage
Tension and balance

• We all have the right to make our own choices – including “bad” ones
• We are paid to look at safety, to “look out for people”
• Where there is conflict there is tension
• Good support lies in finding the balance
Remember -

• There is no “unfettered choice” for anyone

• Choice always has boundaries –
  – The question is where should the boundaries be
Choice has Boundaries for Everyone

• Imposed by society
  – Laws
  – Expectations/values
• My values
  – What is and is not OK for me and those I associate with
• Ripple effect - One choice creates boundaries on other choices
  – My relationships
  – The work I do
  – Where I live
• Resource Driven
  – Financial – how much money I have
Do the boundaries on choice work – do they support “both/and”? 

- Choices imposed by agency structures or practices
  - Do I decide where I live or who I live with?
    - Are there options for me to consider?
  - Can I decide what I do during the day?
    - What about a job or retirement?

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Always begin with what we know and ask if we really understand

• Every time we consider choice and risk we should start with
• Important to and important for

Plus

• What else we need to learn
• But do we recognize what we really need to learn?
Ralph and the seatbelt

Sometimes what is expressed as choice is actually an effort to solve a problem.
Fighting after dinner or
The importance of status
Sometimes it is our assumptions

Ronald and going for a walk
<table>
<thead>
<tr>
<th>What is important to Ronald?</th>
<th>What is important for Ronald?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What else do you need to learn/know?
Eugene’s Reputation

Eugene can be described as someone who:

• “Never met a stranger”
• Sometimes lets strangers (“new friends”; often women) into his home (to stay)
• Has been taken advantage of on several occasions
<table>
<thead>
<tr>
<th>What is important to Eugene?</th>
<th>What is important for Eugene?</th>
</tr>
</thead>
</table>

**What else do you need to learn/know?**
Is our understanding deep enough

Claire and who prepares meals
<table>
<thead>
<tr>
<th>What is important to Claire?</th>
<th>What is important for Claire?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What else do you need to learn/know?</td>
<td></td>
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</table>
Importance Of Environments

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

Power Over

- 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

Tolerated

- 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

Supportive

- 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.

Healing

- May have been toxic but people feel powerless
- There is no (or very little) growth

Power With

- 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
If we commit to -

• Listening and learning to understand
• We can find a balance that works
• It doesn’t have to be either/or
• It can be both/and
Moving from Services to Supports

A CHANGING WORLD
We Operate In A System That Is . . .

- Focused on Health & Safety
- Risk Averse
- A Pendulum swing of Choice
- The World of “What If”
How Does Health & Safety Dominate Our Approach To Supports?

• Assessments
• Protocols
• Monitoring for compliance
• Serious Reportables
Being Risk Averse

- Excessive nurturing
- Family members/enablers
- Outdated ways of thinking
- External customers stuck in past
- Assuming the worst (fear)
- Poor performing Providers
- Sanctions
- What If???????
The “What If’s” In My Life . . .

Travel
• The Airplane crashes?
• Unsanitary seats and trays give you some disease?
• Sick people on the plane pass on their germs?
• Strange, unknown airports and cities cause you to get lost?
• Exposed to severe weather?
• All those local pollens make you sick?
• You are a victim of human trafficking?

Hotel Living
• People have done nasty things in that room before you?
• The carpet hasn’t been cleaned?
• There are germs are on the bedspread and TV remote?
• They didn’t clean the glasses properly?

Diet
• You don’t eat healthy?
• All you eat is fast food?
• You don’t have the opportunity to eat?
• You drink too much soda?
• You go over your food allowance?
PROMOTING CHOICE
Choice Includes

- **Preference**: What people like AND what they desire and dream
- **Opportunity**: An array of people to spend time with, things to do during that time, places to spend that time. Also includes being able to spend time by yourself
- **Control**: The authority to make use of an opportunity to satisfy a preference
- A balance of *Important To* and *Important For*
Choice is taught by people we support:

- Everyone has preferences and desires
- It changes based on experiences
- It is based on people being able to trust us
- When people want to make “bad” choices we need to be sure “good” advice has been offered

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Finding a Balance

- If something is *important for* us and is also *important to* us, we will do it.
- If something *important for* us is *not important to* us, we have no interest in doing it.
  - Learned moderation
  - Coercion
- If it is *important for* someone else who is *important to* us, we will take efforts to make it happen.

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“Choice” Is NOT An Abdication Of Responsibility

• Level One Responsibility
  – Choices that can be supported without the need for any approval by the agency

• Level Two Responsibility
  – Choices that have an impact to the person and the organization

• Level Three Responsibility
  – Choices that impact system requirements and interaction with other systems
Choice has Boundaries for Everyone

• **Imposed by society**
  – Laws
  – Expectations/values

• **My values**
  – What is and is not OK for me and those I trust

• **Ripple effect** - One choice creates boundaries on other choices
  – My relationships
  – The work I do
  – Where I live

• **Resource Driven**
  – Financial – how much time or money I have available

• **Risk involved**

The difference is when the boundaries are set for the convenience of the system therefore limiting choices that meet the person’s desires: Operating hours, staff available, policies or procedures.
Using Skills To Support Choice and Responsibility

• Working/Not Working
• 4 + 1 Questions
• Learning Log
• Donut
• Risk Quadrant

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What does the person want to do and how badly do they want to do it

To what degree do opportunities / circumstances affect intensity of desire

How well can they control their impulses (capacity to mediate)

How well and when does supervision work as a substitute for internal control

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