

Choice and Risk: A person centered approach

SDA

October 2013

Agenda



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

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?

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





Ronald

What is important to Ronald ?

What is important for Ronald?

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



Eugene

What is important to Eugene?

What is important for Eugene?

What else do you need to learn/know?

Is our understanding deep enough



Claire and who
prepares meals

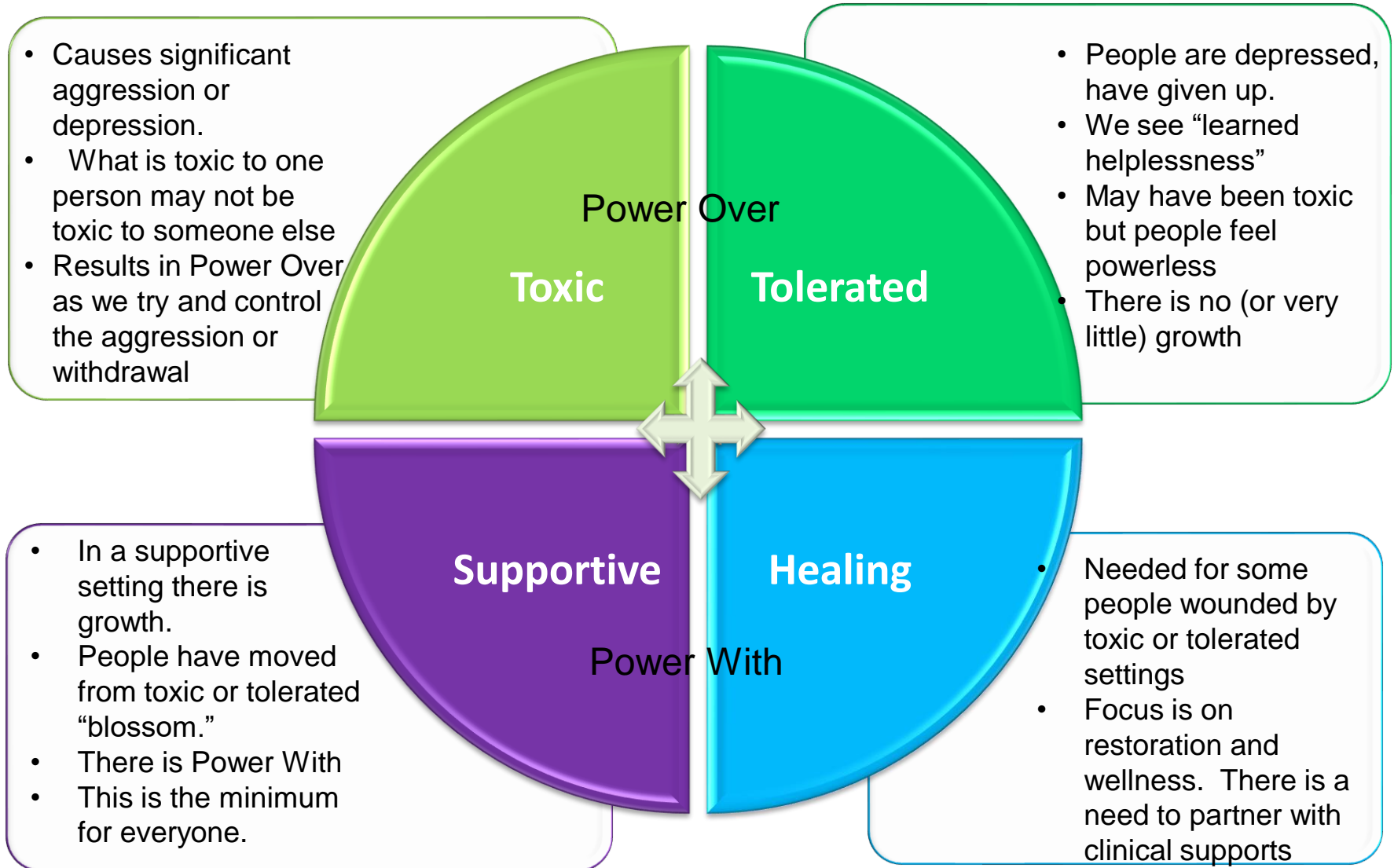
Claire

What is important to Claire?

What is important for Claire?

What else do you need to learn/know?

Importance Of Environments



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”

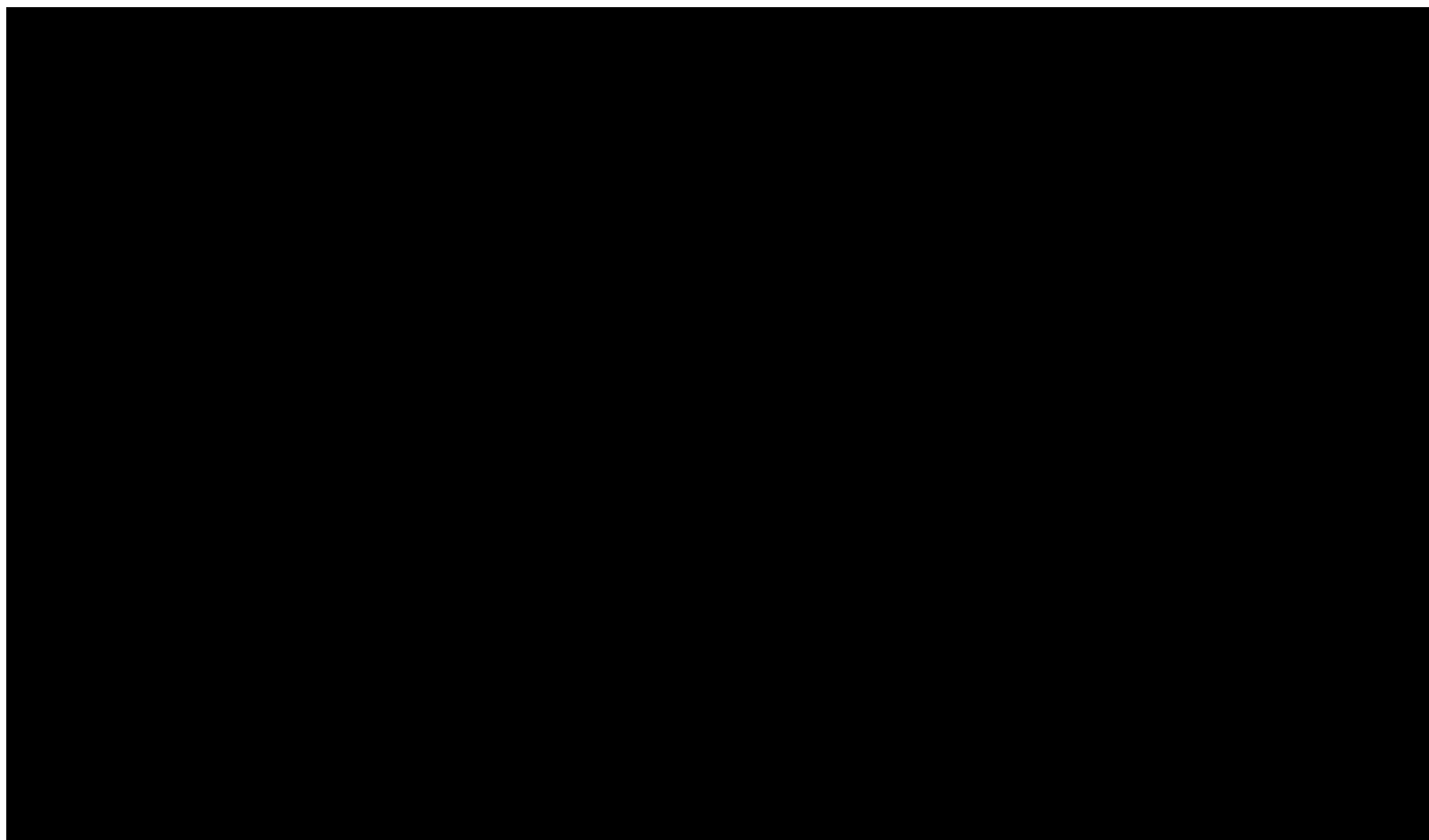
How Does Health & Safety Dominate Our Approach To Supports?



- 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

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

“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

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 - 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
opportunitie
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circumstanc
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intensity of
desire**

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

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