Enabling Good Lives

Provider Self Review

A Principles Based and Outcomes Focussed Approach

**ORGANISATIONAL SUMMARY DOCUMENT**

*Note: this is document two (of two) associated with the EGL Organisational Self Review process*

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**Note: This document is where:**

1. Those employed in the organisation have opportunity to reflect on their practice
2. The results of individual interviews are collated
3. You obtain a clear picture of areas of strength and areas requiring development
4. You select what you need or want to take action on
5. Develop Action Plans

**Section A and B – Collated Results**

**Principle 1. Self-Determination**

**“Others” Control Self Determination**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place on the continuum  % of individuals |  |  |  |  |  |

**Principle 2. Beginning Early**

**Reactive Pro-Active and Beginning Early**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place on the continuum  % of individuals |  |  |  |  |  |

**Principle 3. Person-Centred**

**Group based Supports Personalised Supports**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place on the continuum  % of individuals |  |  |  |  |  |

**Principle 4. Ordinary Life Outcomes**

**Isolation/Exclusion Inclusion/Citizenship**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place on the continuum  % of individuals |  |  |  |  |  |

**Principle 5. Mainstream First**

**Segregated Mainstream**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place on the continuum  % of individuals |  |  |  |  |  |

**Principle 6. Mana Enhancing**

**Diminished Dignity Mana Enhancing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place on the continuum  % of individuals |  |  |  |  |  |

**Principle 7. Easy to Use**

**Complex Supports Clear and flexible supports**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place on the continuum  % of individuals |  |  |  |  |  |

**Principle 8. Relationship Building**

**Isolated Connected with mutual relationships**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place on the continuum  % of individuals |  |  |  |  |  |

**9. Valuing of Personal Networks**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (insert %) |  |  |  |  |  |

**10. Control of Support**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (insert %) |  |  |  |  |  |

**11. Aligned Support**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (insert %) |  |  |  |  |  |

**12. Control of Resource**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (insert %) |  |  |  |  |  |

**13. Contribution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (insert %) |  |  |  |  |  |

**Section C - Staff Perspectives**

**To be completed by staff** (see Introduction, Instructions and Interview Guide for suggestions)

**Supports and/or Services**

**14. Personal Networks**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | People work in isolation from one another. Individuals and/or their families skills, strengths and personal networks are not recognised. | Individuals and their networks are included - according to pre-set agendas. Involvement is tokenistic. | Many decisions are made by individuals – with the involvement of their personal network if requested. | Individuals and their personal network are included in all decision making processes. | Partnership is the basis of all transactions that involve or affect individuals and/or their families. |
| Response |  |  |  |  |  |
|  | Families and natural support networks feel alienated from supports. | Occasional attempts are made to involve families and/or natural support networks. | *Natural support* networks are recognised and/or established. | Natural support networks regularly contribute to service design and review. | Practices ensure individuals and their personal networks are *valued* participants in their culture and community. |
| Response |  |  |  |  |  |

**15. Control of Support**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Minimal or no personal autonomy. | Choices are controlled within the parameters defined by others. | Individuals are encouraged to make decisions. Effective communication is being developed to enable decision making. | Personal autonomy is supported, encouraged and informed. | Supports are responsive to individual preference and interactions are negotiated. |
| Response |  |  |  |  |  |
|  | Individuals are required to “fit” existing options. | Some individual options are supported outside the service structure. Often outside options are group based and choices are minimal. | Supports attempt to respond to each individual’s aspirations in creative and innovated ways. Resource issues are given as the main limiting factors. | Supports actively seek provide the resources required to support individual aspirations. The concept of using natural supports is acknowledged and understood. | All supports and resources are tailored to individual preference and aspiration. |
| Response |  |  |  |  |  |

**16. Person Directed Planning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Information about the person is basic and often framed as deficits. | Primarily, information is related to care needs or involvement in set activities. | There is information about individual strengths, preferences and aspirations. | People are described in terms of abilities, achievements and strengths. | Supports interact in a respectful, positive and mutual ways. |
| Response |  |  |  |  |  |
|  | Personal plan based on assessed deficit or perceived need. | No plan. | Components of a personal plan evident. | Personal plan  (individual input, strengths based, preferences, aspirations, goals, timeframes and resources attached). | Plans are actioned and reviewed (achievements noted and adaptations made). |
| Response |  |  |  |  |  |

**17. Aligned Support**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Conflicting priorities and practices are evident. | Supports attempt to define what they are doing and develop relationships with other supports. | Supports educate individuals, families and others regarding direction, priorities and practices. A “whole of life” approach is explored | Individuals, their personal network and services contribute to a shared frame of reference. | All Supports and/or services work well together with one strengths-based plan as the basis. |
| Response |  |  |  |  |  |
|  | The culture of supports are characterised by fear and suspicion. | Irregular, reactive damage control.  Clarification of service scope and responsibility. | Supports educate others regarding their preferred way of operating. | Individuals, families and supports share ideas and expectations. | Individuals, families and supports have trusting partnerships. |
| Response |  |  |  |  |  |
|  | The quality of supports are deteriorating. | Supports react to decreasing quality on an issue by issue basis. | Thoughtful planning and review processes are developed to increase quality. | Integrated processes continually monitor quality. | Supports pioneer best practice and review their effectiveness. |
| Response |  |  |  |  |  |

**18. Personal Relationships**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Service practices contribute to individuals being isolated from their community, religion, culture and family/whanau. | Supports provide minimal opportunity to develop new relationships. | Individuals are provided with a range of experiences which enable them to connect with the community in a variety of ways and to develop new relationships. | People have the opportunity to contribute in a range of activities and to strengthen/develop social connections and relationships. | Supports enable individuals to be *valued* contributors in their community, culture and family. |
| Response |  |  |  |  |  |

**19. Increasing Expectations**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Service planning and practices are reactive and based on an assumption that not much can be achieved. | Services are beginning to think of new ways of doing things. | Supports are based on an emerging optimism. | Services are increasingly confident that they are contributing to people creating good lives for themselves. | Supports are based on all people having an increased expectation of what is possible. |
| Response |  |  |  |  |  |

**Graphic Summary Sheet**

**Example only**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Most situations/people i.e. the highest % | | | | | |
|  |  | The next most common response i.e. the next highest % of people | | | | | |
|  | **The Principles** | | | | | | |
|  |  | | | | | | |
| 1 | Self-Determination: disabled people are in control of their lives | |  |  |  |  |  |
| 2 | Beginning Early | |  |  |  |  |  |
| 3 | Person-Centred | |  |  |  |  |  |
| 4 | Ordinary Life Outcomes | |  |  |  |  |  |
| 5 | Mainstream First | |  |  |  |  |  |
| 6 | Mana Enhancing | |  |  |  |  |  |
| 7 | Easy to Use | |  |  |  |  |  |
| 8 | Relationship Building | |  |  |  |  |  |
|  |  | |  |  |  |  |  |
|  | **Individual Outcomes** | | | | | | |
|  |  | | | | | | |
| 9 | Valuing of Personal Networks | |  |  |  |  |  |
| 10 | Control of Support | |  |  |  |  |  |
| 11 | Aligned Support | |  |  |  |  |  |
| 12 | Control of Resource | |  |  |  |  |  |
| 13 | Contribution | |  |  |  |  |  |
|  |  | |  |  |  |  |  |
|  | **Supports and/or Services** | | | | | | |
|  |  | | | | | | |
| 14 | Personal Networks | |  |  |  |  |  |
| 15 | Control of Support | |  |  |  |  |  |
| 16 | Person Directed Planning | |  |  |  |  |  |
| 17 | Aligned Support | |  |  |  |  |  |
| 18 | Personal Relationships | |  |  |  |  |  |
| 19 | Increasing Expectations | |  |  |  |  |  |

**Graphic Summary Sheet**

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| 16 | Person Directed Planning | |  |  |  |  |  |
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| 18 | Personal Relationships | |  |  |  |  |  |
| 19 | Increasing Expectations | |  |  |  |  |  |

**Selecting Areas for Development**

Organisations may choose to follow the chart (below) to determine whether the area is “in scope” for action

This is an area where we have a direct ability to make a positive change

No Yes

Is this a priority?

No Yes No Yes

Develop Action Plan

No immediate action

Do we have enough information?

No Yes

Develop Action Plan

No Yes

Yes

No No immediate action

**Linking the Outcomes of the Self Review with the EGL Guidelines**

Primary Links

|  |  |  |  |
| --- | --- | --- | --- |
| **The EGL Principles** | | | |
| **Topics - EGL Guidelines** | | | |
| Self-Determination | Who Has the ‘Say So’ | Deciding What I Want | Making it Easier for Individuals to Communicate |
| Beginning Early | Making it Easier for Individuals to Communicate | Building Trusting Relationships | Building Partnerships |
| Person-Centred | Who Has the ‘Say So’ | Deciding What I Want | Having People Involved |
| Ordinary Life Outcomes | Experiencing New Things | Citizenship | What’s in My Community |
| Mainstream First | Citizenship | What’s in My Community | Facilitation Based Approaches |
| Mana Enhancing | Who Has the ‘Say So’ | Building Partnerships | Interpersonal Communication |
| Easy to Use | Building Trusting Relationships | Group Facilitation | Innovative Resource Allocation |
| Relationship Building | Building Trusting Relationships | Working Creatively with Conflict | Interpersonal Communication |
| **Individual Outcomes** | | | |
| Valuing of Personal Networks | Building Trusting Relationships | Building Partnerships | Facilitation Based Approaches |
| Control of Support | Who Has the ‘Say So’ | Deciding What I Want | Working Creatively with Conflict |
| Aligned Support | Innovative Resource Allocation | Building Trusting Relationships | Facilitation Based Approaches |
| Control of Resource | Who Has the ‘Say So’ | Deciding What I Want | What’s in My Community |
| Contribution | Citizenship | Experiencing New Things | What’s in My Community |
| **Supports and/or Services** | | | |
| Personal Networks | Citizenship | Facilitation Based Approaches | Making use of the resources we have |
| Control of Support | Deciding What I Want | Who Has the ‘Say So’ | Working Creatively with Conflict |
| Person Directed Planning | Making it Easier for Individuals to Communicate | Deciding What I Want | Who Has the ‘Say So’ |
| Aligned Support | Building Trusting Relationships | Building Partnerships | Making use of the resources we have |
| Personal Relationships | Interpersonal Communication | Building Partnerships | Working Creatively with Conflict |
| Increasing Expectations | What’s in My Community | Experiencing New Things | Citizenship |

**Action Plan**

|  |  |
| --- | --- |
| **Task**  What we will do |  |
| **Strategies**  How we will do it | A)  B)  C) |
| **Evaluation**  How we will know  if we are successful |  |
| **Review**  Date \_\_/\_\_/\_\_ | Person/Role: |

|  |  |
| --- | --- |
| **Task**  What we will do |  |
| **Strategies**  How we will do it | A)  B)  C) |
| **Evaluation**  How we will know  if we are successful |  |
| **Review**  Date \_\_/\_\_/\_\_ | Person/Role: |

|  |  |
| --- | --- |
| **Task**  What we will do |  |
| **Strategies**  How we will do it | A)  B)  C) |
| **Evaluation**  How we will know  if we are successful |  |
| **Review**  Date \_\_/\_\_/\_\_ | Person/Role: |

|  |  |
| --- | --- |
| **Task**  What we will do |  |
| **Strategies**  How we will do it | A)  B)  C) |
| **Evaluation**  How we will know  if we are successful |  |
| **Review**  Date \_\_/\_\_/\_\_ | Person/Role: |