

# Outlook one

## *Parents, Carers and Participants Consultation Workshops Report*

*October 2011*



Inspiring Fully Inclusive Communities

## Table of Contents

Introduction.....	4
Background.....	5
Individualised Planning .....	9
Elsa (not real name).....	9
George (not real name).....	10
Sally (not real name).....	10
Lucy (not real name).....	10
Individual Participant Personal Growth.....	11
Community Member Story - John (not real name).....	11
Parent Story – Ann and Penny (not real names).....	12
Family/Carer/Participant Workshops 2011 - Second Round.....	13
Workshop Attendance Breakdown .....	14
Findings from the Workshops.....	15
Identified positive observations over the last 12 months.....	15
Community Interaction .....	15
Personal growth .....	16
Choice .....	17
Social.....	17
Health.....	18
Security .....	18
Communication.....	18
Identified areas for change.....	19
Identified areas for change.....	19
Staff Management/Planning.....	19
Planning .....	19
Scheduling.....	19
Physical requirements .....	19
Community Education .....	19
Communication.....	20
Extra Costs.....	20
Transport.....	20
Personal Development .....	20
Activities.....	21
Feedback on the value of the workshops in relation to better understanding of self directed funding. ....	22
Observations on group cultures of the individual workshops.....	23
Pre and post participant surveys .....	28
1. Organisational culture committed to self-directed approaches.....	28
2. People with a disability are supported to develop and lead supports that assist them to lead a more meaningful and satisfying life. ....	29
3. Implementation of self-directed approaches in group based day supports. ....	31
Community/Commercial Interaction Survey.....	33
(1) Ron Top - University of the 3 <sup>rd</sup> Age – Pakenham.....	33
(2) Julie Fletcher -Central Services.....	34
Reflection on the service provision to families and carers. ....	35
Families.....	35
Long term service users .....	35
Shorter term service users.....	35
Group Houses (CRU’s).....	36

Development of on going communication with families.....	38
Staff development .....	39
APPENDICES .....	40
Outlook .....	41
Self-directed approaches and personalised supports.....	41
Pre - survey Version (2).....	41
Outlook .....	45
Self-directed approaches and personalised supports.....	45
Post - survey Version (2) .....	45
Outlook One Community Inclusion – Commercial Contact Survey 2010 - Report of 16 December 2010 .....	49
Analysis of the data collected .....	50
Additional Commercial Contact Survey - Comments 2011 .....	53
Community Inclusion - Outlook participants 2011 .....	53
Community Inclusion - Outlook participants .....	54

# **A Self Directed Outlook: Transition Through Leadership - Enhancing Sector Capacity Project (ESC project)**

## **FAMILY/CARER/PARTICIPANT CONSULTATION WORKSHOPS 2011**

### **Introduction**

The purpose of this report is to record the family, carer and participant consultative component of the “A Self Directed Outlook”: Transition through leadership – Enhancing Sector capacity Project (ESC project).

It will describe the feedback received from families, carers and participants and reflect on the outcomes to date of the implementation of Outlook’s enhanced service delivery model.

The report briefly describes Outlook’s Enhanced service delivery model and the staffing restructuring to meet the needs of the enhanced model,

It talks about individualised planning opportunities and individual participant personal growth being observed and evidenced to balance the group perspective of the workshops.

The report sets out the findings of the 8 Family/Carer/Participant Workshops and the feedback on the value of the workshops in relation to a better understanding of self directed funding. It also makes observations on changes since the previous set of workshops 12 months ago.

Observations are made on the differing group cultures of the individual community groups demonstrated during the workshops. Part of the project consultation required pre and post participant surveys and the outcomes of those surveys are included.

The document also reflects on the service provision to families and carers and goes on to look at developing on going communication with them. Finally the report touches on initial staff training that was part of this component of the project.

The report has been written factually and reflectively with the view that other people who are going through similar changes in their organisations may find Outlook’s process and experiences useful in their own journey.

## Background

In 2010 Outlook “Breaking The Mould” Project, aimed at developing an enhanced service delivery model was carried out. As part of the consultation process, a series of 10 Information Workshops were conducted to bring families, carers, participants and staff together to share information and ideas on how the enhance model would look and work.

These workshops were very successful. Not only did they gather valuable planning data but also encouraged better communication between participants, families, carers, staff and Outlook Management. The outcomes of that project can be found in the “Breaking The Mould” booklet available from Outlook Inc.

The attendees of the workshops agreed to come to a second series of workshops in twelve months time to hear about the enhanced model and it’s implementation. They would be invited to share their opinions and perceptions on the effects of the changing service delivery model and its implementation.

This would occur in the next project called “A Self Directed Outlook: Transition Through Leadership Enhancing Sector Capacity Project (ESC project) and addressed the implementation of the enhanced model. As the diagram on the next page indicates Outlook is moving from the previous service model on the left to the enhanced model on the right.

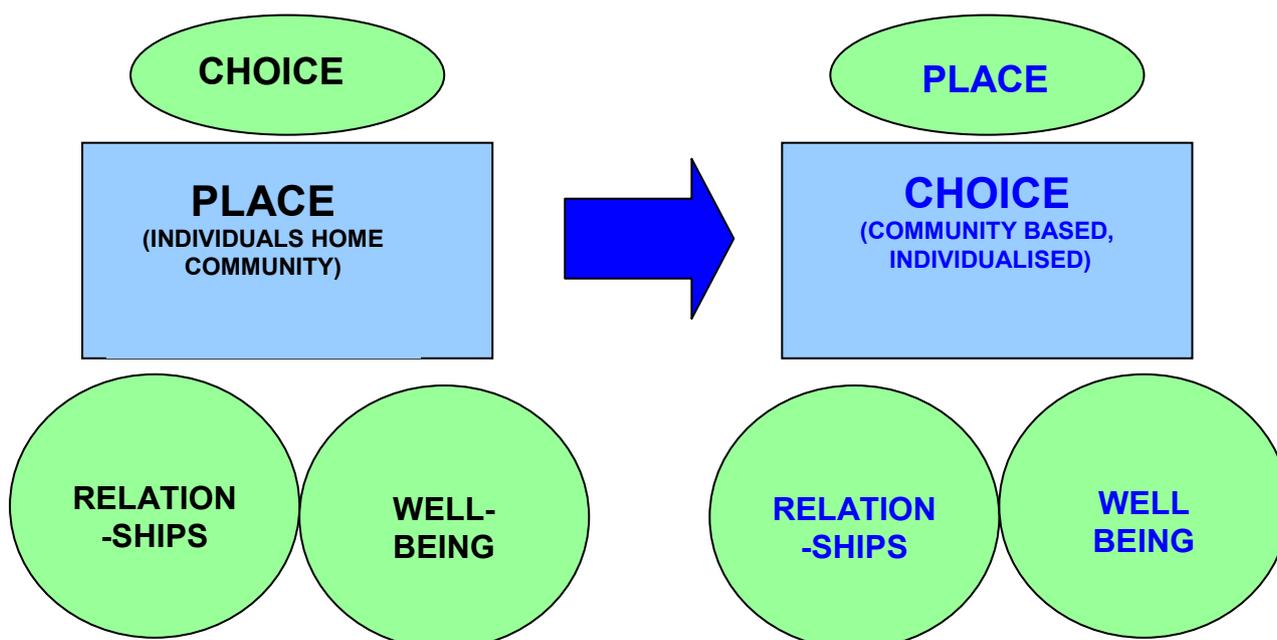
# Service delivery models

The philosophical underpinning has shifted from an emphasis on

## 'PLACE' to 'CHOICE'

### Previous Model

### Enhanced Service Model



Participants now take their services in their local home communities wherever possible. They are not only becoming familiar with their local community but are also becoming a recognised part of it. Their activities involve interacting with other community and commercial members and they are making friendships and community connections.

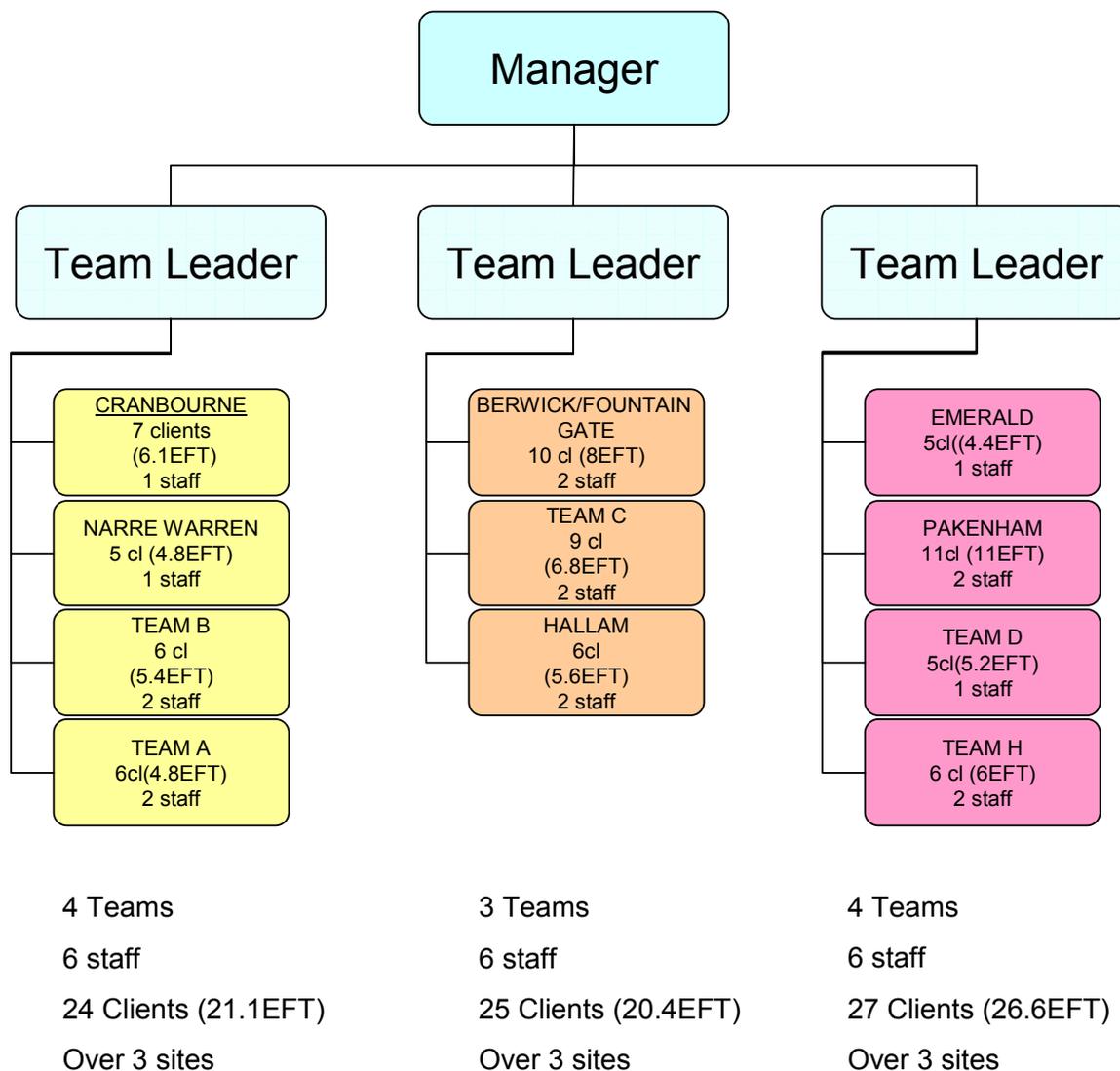
Choice of activity and options has increased along with the skills of many of the participants. This report predominately focuses on the community groups that attended the workshops as this was the most effective method of bringing together parents and carers for quality consultation. The information has allowed for a bigger picture view of how the enhanced model is working. It has also provided insights into how people respond to change from a participant, family, carer, staff and management perspective.

The development of the enhanced model required the restructuring of Outlook One to meet the service delivery requirements and this is the implemented staff structure. On the next page is a diagram of the structure of the Outlook One department.-service.

There are now three team leaders who manage multiple smaller teams with each team having 1 or 2 staff members.(along with volunteers). Most of these teams meet in their regional communities and plan their activities.

For several groups their need for specialised change rooms and lifting equipment restricts their move out into the community. However with the building of specialist facilities in the new Pakenham library and access to a house close to the main shopping area, in-roads are being made in community access. There still needs to be far more accessible facilities out in the community.

## OUTLOOK (Vic) INC - ENHANCED MODEL JULY 2010



## Individualised Planning

Before looking at the findings of the Family/Carer/Participant Workshops it is timely to reflect on the changes that participants are making on an individual level.

This needs to be seen in relation to the group focus of the report in order to gain a balanced picture of the implementation of the enhanced model and the growth of the individual.

Participants are encouraged by staff to think differently about their interests and goals and how they can exercise choice in achieving those goals.

Like all people in the community, some people are clear about what they want and others are unaware of the possibilities. Often choice is made between things that have already been experienced because that is all a person knows and is a safe choice. Participants are no different from the rest of the community; some are clear about what they want others don't know.

Outlook is providing opportunities to expand participants' choices by listening to their needs, interests and dreams. From those conversations opportunities are identified and options developed. Some of these options maybe in the form of "tasters" – opportunities to try something new. For example:

### ***Elsa (not real name)***

In developing her individual plan wanted to become involved in a range of activities but was unable to say what those activities should be, "I don't know what I like". Together Elsa and her support worker set up a range of experiences for her to try. After many different experiences the following plan was established:

#### Outcome

Monday	Simple sandwiches. Learning to cater for own lunches followed by and art class in the afternoon.
Tuesday	Tutor facilitated cooking and independent living skills
Wednesday	Day off not funded
Thursday	Walking for exercise and library group for reading, games and quiet time.
Friday	Client Choice – a recreational and social day where client chooses how she will spend this time

Other participants who are clear about their goals have made significant changes to their lives by using their right to choice and their individualised funding to meet those goals. They have taken a flexible approach to meeting their goals. The following examples demonstrate the flexibility of individualised planning taking place:

### ***George (not real name)***

Takes two days service from a different service provider.

Take two days from Outlook:

- One of those days is spent in a group that offers opportunities to socialize with long term friends, listen to music, and be part of activities that take place outdoors..
- The second day uses the equivalent of 2 funding days to provide half a day (am) in an Outlook community group(supported by Outlook in a community setting) in his local community and half a day (pm) with one-on-one support to do what he chooses.

The fifth day he spends home and going swimming with his mother.

### ***Sally (not real name)***

Sally comes to Outlook four days a week. The fifth day is banked and once a month she has a one-on-one 6 hour day with a young female support worker and they have a shopping day and do “girlie” things together.

On the three days when Sally banks her time she spends time with her sister.

### ***Lucy (not real name)***

Lucy takes two days with Outlook for social activities.

She is funded to do dance classes to maintain physical flexibility.

One day a week she works at a local café.

She purchases 5 hours of one-on-one in house support and traveling assistance from a different provider.

Under the new organisational structure and job descriptions, staff are actively involved in identifying participants changing needs and desires and finding innovative ways of meeting those needs. This requires staff to resource information and create opportunities out in the community, interacting with community service groups, businesses and local government.

In the enhanced model staff are not only focused on community inclusion for participants but are actively encouraging community capacity building.

## Individual Participant Personal Growth

### ***Community Member Story - John (not real name)***

John has behavioral difficulties and a regimented approach to many things. For example coffee or lunch must occur at precise times and his world is has strict rules which people must not break. Specific words can trigger an angry response or if his rules have not been met. John can speak but prefers to be non committal and rarely offers an opinion. If asked will often respond with “maybe” or “I don’t know”.

John has as part of his Outlook Support Plan, attendance at a small local art class for an hour and half once a week. There are three women students and John. The classes are relaxed and informal and as the students work there is a lot of family and life chatter. John is an equal member of the group and is an attentive listener to the conversations even though he doesn’t contribute but is often seen smiling. He sits with the group but interacts mainly with the Tutor who is very skilled at providing an encouraging environment.

John has been attending the class for about two years now. In the beginning he worked along side us. In the last year we have seen him develop his art skills and also become a little more flexible in his rules. He now comes to look at other peoples work and may offer a short comment.

Recently one of the women was working with a new medium that took his interest. He sat with the student and shared the inks being used and they worked together silently. He looked up at one point and said “I can’t do that” to an aspect of the students painting. This was not said in a negative way but rather as a request to be shown how to do it. This is a mile stone for John.

In that same session, inadvertently, one of the words that can trigger John’s anger was used. He allowed the student and the Tutor to move on to a new topic without becoming angry. This was another major step.

John then spent the next two weeks working on paintings that were different from his usual geometric style. John is growing his skills and also learning that people have different frameworks for how they move through the world and that he could modify some of his rules if he chose to.

In all the time that John has been in this environment he has never displayed any of his behavioral problems. Being out in the wider community for him is difficult and noisy. Through this art class John is learning to see people differently and is experiencing a great deal of informal learning. John is a person who 10 years ago staff would not have thought able to go independently into any community group.

## ***Parent Story – Ann and Penny (not real names)***

Ann is the parent of Penny a participant of Outlook (not real names)

Initially Ann was quite concerned about her daughter Penny moving out into the community with her Outlook community group. Ann accompanied the group for about six weeks before she felt comfortable. She had developed trust and confidence in the staff member's ability to provide a safe and stimulating experience for Penny. Over that time Ann was noticing small examples of increased confidence in her daughter.

Ann told us that following the long illness and then death of her husband, she found herself house bound without a car. She had lost touch with friends and had little social life

Penny has learnt to travel independently on buses and trains and become an effective public transport user. Ann has is not only been taught how to use the public transport system by her daughter but is also being introduced to the many and varied opportunities available in her local community courtesy of Penny.

Both Ann and Penny have a changed relationship and value each other in new ways.

## **Family/Carer/Participant Workshops 2011 - Second Round**

In May 2011 the second series of eight information workshops were conducted. These workshops were aimed at bringing families, carers, participants and staff members back together, as agreed, to report on the development and implementation progress of the enhanced model. It presented an opportunity to answer questions and to gather feedback on their perceptions of how the implementation was working.

Outlook also sought to collect people's views about the self directed funding model. The workshops provided an opportunity to develop the attendees understanding of the individualised funding model and the new opportunities it could present for participants

The eight workshops were delivered over a range of days, times and locations to suit families and carers. Where possible the groups consisted of the same parents and carers as the previous workshop groups used 12 months ago. Each session was two hours in duration and covered the following topics:

- Progress report on the flood damage and its effects on service delivery and longer term planning.
- Implementation of the enhanced model and the resultant staff structure and service delivery.
- Revisiting the individualised funding process, the opportunities it presents and examples of flexibility being demonstrated currently.
- Collecting of feedback from workshop attendees on the following headings:
  1. "Positive observations over the last 12 months"
  2. "Areas for change"
  3. "Give feedback on the value of the workshops in relation to better understanding of self directed funding.

## Workshop Attendance Breakdown

The eight workshops were delivered in local community sites with overall 123 people involved. The following table shows the breakdown of attendance.

Presentation team: Anne McCormick, Julie Walton, Michelle Jones plus the Team leader for each group and external facilitator: Lynne Baxter. The presentation team is not included in the attendance figures.

Workshop Region	Families/parents	Carers	Participants	Staff	Volunteer/Visitor
<b>Narre Warren</b>	3	1	4	1	
<b>Emerald</b>	10		5	2	
<b>Berwick</b>	8		8	3	1
<b>Pakenham</b>	7	2	8	2	2
<b>Koo Wee Rup</b>	1	1	8	4	
<b>Cranbourne</b>	3	2	7	1	1
<b>Team D</b>	4	4	6	2	
<b>Team H</b>	4	1	4	2	
<b>Total</b>	40	11	51	17	4

**123 People in Total**

## Findings from the Workshops

As stated previously, each of the workshops families, carers and participants were asked to:

- (1) Identify positive observations over the last 12 months
- (2) Identify areas for change
- (3) Give feedback on the value of the workshops in relation to better understanding of self directed funding.

The data collected from each workshop was first recorded by group and then amalgamated with other group data to give the following overview of family, carer and participant views.

### ***Identified positive observations over the last 12 months***

#### **Community Interaction**

All groups commented on the positive aspects of participants being out in the community. Family/Carers saw an increased participant awareness of the community and their participant's ability to move confidently around their local area.

Families/carers also commented on participants' growth in personal confidence and skills and the building of social relationships with other community members. This was seen as very positive and valued accordingly.

One parent commented that being in the community had increased their participant's skills which they (humorously) saw was both good and bad. The participant was no longer content to follow but expressed their own wishes which may have been different to the planned family activity.

Participants are now more visible in their own local communities. Friends of families will comment to parents/carers that they saw their participant out in the community. People spoke of developing relationships with shop keepers and bus drivers. A higher needs participant was made welcome at a local Men's Shed group and invited to attend regularly. These conversations indicate an increasing level of community acceptance and inclusion.

Families/Carers commented that participants were happier and not wanting to return to the old Pakenham centre based system. One parent remarked that it was "nice to see everyone out in the community".

The participants themselves were positive about their experiences which

enable them to have fun, spend time with their friends and get to know people in the community. Three participants stated they were happier here (in their community) and not at Pakenham.

One of the parents said that the “model works” and another parent said that the program was “not really costing more” for them.

## **Personal growth**

Many Family/Carers responded that their son or daughter had increased levels of personal confidence. Comments made regarding participants were “happier”, a more “positive attitude”, “self assured after being out in the community”, “more creative”, “familiarity – more positive” and “increased confidence”.

Participants had a greater awareness of what is going on around them and a willingness to help. Examples were cooking at home, helping in the home, and showing leadership in their group. One parent remarked that their participant was now “looking forward” to participation. Another is involved in “long term planning”. Yet another felt their participant had an “improved “self image as well as “self confidence”.

Parents commented that participants were more assertive and were “standing up for themselves”, based on their increasing personal confidence. One parent said the participant was “ratty and bossy and more assertive” another said the “they were getting minds of their own”.

In relation to skills being learned, parents and carers noted that the social skills needed to be part of a community were being developed. Comments included “Learning to compromise”, “Giving to others as well as taking”, “Value adding” “Contributing to others is reflected in conversations”, “Discussion about options and agree a choice” and “Learning to pay for things (and) social frameworks”. One parent commented that “Role modeling and informal mentoring improved interaction”.

One parent has seen a great change, a “Lot more sociable, changes just incredible, communication, understanding (and) building social relationships”. Change is often difficult. One parent remarked that their participant was “getting used to change when out in small groups. Don’t like change but coping better with change”.

Comments were made on the value of the smaller groups. “Smaller groups positive, fosters interpersonal skills and helping each other”, also “Good to learn things with a group and then on own”.

Participants themselves “Feeling good about (their own) independence”, “Getting off my backside and doing things” and “Personal expectations and achievements are higher i.e. traveling independently, making choices independently” and “Nothing stops us”.

Parents and carers also noted the independence of participants through comments such as “Very independent”, “Likes doing his own shopping” and “Independent – amazing”,

Families and carers commented that their participants were “Happier”, “Feeling valued”, “Participant happier, joins in more enjoying it” and one parent said that “ Txxxx would be happy to wait in the cold (if we let her) for the taxi because she looks forward to it”.

The participants themselves are happy with being community based. “Want to be out and doing. Don’t want to be back with group (Pakenham)”.

One parent commented that the model was about “getting the balance right” and it would need to be monitored.

## **Choice**

The comments related to choice indicated that people thought there was more choice and participants had more ownership over their activities through their decision making.

In relation to activities the following comments were made:

“Happy – more options”, “More opportunities”, “More choices for clients and families”, “More choice”, “Increase in choice making (need more)”, and “Flexibility of activities” and “More variety – getting out and about, to be catered for in terms of their interests”.

Not only does having choices develop decision making skills but also it has further advantages. “Choice, share, turn taking – when not her turn she still finds something in the activity”. “Learning to compromise”, “Doing things she has never done before”, “The experience can be as valuable as the end result is.” “Travel to the movies on bus” this parent’s daughter loves travelling and not particularly interested in movie but loves to go. The last observation indicates that experiences can still be fulfilling even if the choice of activity was not the participants first preference.

One parent commented that access to a Outlook bus everyday gave more flexibility.

## **Social**

The smaller community groups have drawn the following positive comments in relation to the social aspects of the groups. “Happier to go to small groups – didn’t before, “Smaller groups working well”, and “Hardly a day that misses” (relates to the enjoyment of the day).

Parents and carers commented on the value they perceived “Linking in with

friends is important – social context”, “Inclusion, local friends, friendships, social networking with local business”

Social skill development comments were “Sharing, compromise within group” and “Confidence in dancing and being with others”

## **Health**

The choices on offer include healthy activities and three parents made the following positive comments on the effect of their participants activities.. “Healthy, good weight loss” and more “Physical awareness”. One parent said the social disco resulted in the participant sleeping through the night.

## **Security**

The following comments are related to the changes participants have experienced in the move to their local communities. One parent responded that their participant “Adjusted to the move well. And was interested in doing something all the time”. And another felt “Secure even though there are changes – we can handle it”.

It should be noted that the participant groups requiring one-on-one support with specialist lifting equipment had to be moved out into the community ahead of schedule due to the flooding of Outlook’s Pakenham premises.

“Teams had consistency when flood happened, able to move to a new site – “How the services were delivered was more important” and “Adjusted so well to the move from Pakenham”. (since the flood)

## **Communication**

Families and carers identified an improvement in communication and one parent made the following comment “Communication has improved, can still be better. Has been enhanced through all parties”.

Improved communication was attributed to staff and communication aids with the following comments

Staff: “Continuity of staff “and “Easier to communicate because better relationship with Sharon (staff member). Sharon is awesome”.

Communication aids and practices: “Communication books working well”, “Visuals for encouraging stability” and “Increased conversation”.

One parent commented there was “Improved communication at home” since moving to local community groups

## Identified areas for change

### ***Staff Management/Planning***

The responses fall into three categories planning, scheduling and physical requirements.

#### **Planning**

The following comments were made by parents and carers. “Breaking up decision making based on what are the attractions and alternatives, what they don’t like” Another parent commented that their participant was “Unsettled – no centre to go to since the flood (sudden change “, another parent said that their participant “Needed stability”.

“Friendship social connections with old participants keeping the connections” was important and needed to be included in planning.

#### **Scheduling**

Parents and carers commented on external problems about the scheduling (Participant) “Gets more tired, need special arrangements with school for other siblings because not getting there on time”.

Not having purpose build centre means that “Set up can be half hour” from programs

(See Facilitator observation under Observations on group culture of the individual workshops Teams D and H section).

#### **Physical requirements**

Raised by staff members at the Koo Wee Rup workshop “(Participants) Need change rooms” as higher needs people do not have access to toileting facilities in the community.

“Koo Wee Rup is an issue” as it is a temporary arrangement resulting from the flood.

#### ***Community Education***

Parents saw on going community education as important, “Needs community education to go on”. The other area of concern was in access with the following comments “Access issues in the community needs to be raised with councils/community development groups”, “Commercial buildings need to be

accessible to all”, and “Generally toilet access is not appropriate for participants (this meaning a decrease in participant skills and independence)”.

## ***Communication***

The following comments were made in relation to communication.  
“Lack of communication with staff and organisation (team leaders and staff meetings) and “Relationships with staff and participants”

Suggested areas for review “How you present information and check for information” and “Keep the openness of conversation going as a cultural value”

## ***Extra Costs***

Moving out into the community can involve more expenditure. The following comments were made by families/carers.

“Cost aspect is a problem – funding not there i.e. transport as aging parents can’t afford it. On a pension a small fee can be impossible” and “Increased costs”, “Cost of activities becoming more expensive”, “Community options available i.e. cooking classes but pensioners don’t have funds”

One parent is “Absorbing extra costs” currently and another parent commented “Lobby for more money”.

## ***Transport***

The Family/Carer comment fell into three different categories.

### Those who felt their participant need access to transport

“Have access to a permanent bus” and “Individual needs need transport” and “Transport (individual plan to organise access)”.

### The cost of using public transport

“Being in the community cost me more i.e. Transport, costs” and “Transport costs accessibility and availability is an issue”

### Scheduling and public transport access

“Pick up times – can wait an hour before being collected. Losing an hour morning/afternoon” and  
“Issue - no public transport in some areas. Community services insufficient”.

## ***Personal Development***

Families recorded the following comments. “Increased “choice” (participants need to learn) process. And another comment “losing some independence because group approach. More reinforcement of individual skills”.

## **Activities**

The Families/Carers commented on the need for “More peer group activities”, one suggested “Drama and bowling groups wanted – check out “Gemco”,

In relation to higher need participants the following comments were made: “Don’t have activities that can do – not high needs – not diagnosed. Gardens, sensory etc” “Further developed partnerships to meet needs”.

One parent made the following interesting comment “Activity tends to overlook the experience”. The parent pointed out that while the activity maybe going to see a specific movie, some people valued the trips on public transport, or hanging out with their friends more than the actual movie. Staff should be aware that the experience as a whole is valuable as well as the activity”

## **Feedback on the value of the workshops in relation to better understanding of self directed funding.**

In answer to the question “Did the session help you better understand self directed funding?” each workshop responded as a group rather than individual statements. Where a person differed from the group view I have recorded their comment as a specific parent response.

### **Berwick**

“Helpful, it was a good process”.

### **Cranbourne**

“A good presentation”, it helped”.

### **Emerald**

“Like the way it was explained”.

### **Koo Wee Rup**

Specific parent “Happy with process”.

### **Narre Warren**

Specific parent – “Started to understand will need further consultation with staff”.

General response “Yes – funding needs modifying, helpful – a good process”.

### **Pakenham**

“Explanation helped, liked the coloured aids”.

### **Team H**

Specific parent “Not sure, still need to know more”.

General response “Yes it helped”.

### **Team D**

Specific parent – concerned that my daughter needs a day centre like the old system - “Made sense, yes helped”.

## Observations on group cultures of the individual workshops.

This is the second round of information workshops. It has been interesting to observe the changes that have occurred in parents/carer attitudes and approaches to Outlook's service delivery over the last twelve months.

Reflecting on these changing attitudes can provide valuable benchmarks for identifying the learning process/stages families and carers have undergone during the implementation of a community based, self directed approach..

Initially there was a great deal of parental concern over participants being out in a community without the security of a Day Service base. Security issues were raised and issues of having to trust that the participant was being looked after appropriately.

In this report, when referring to 'groups' this describes a group of people who live in the same community ie Narre Warren, it does not mean that everyone undertakes activities as a group, in some cases participants choose a group activity with 3-5 others or they may be on their own or with a friend.

### **Berwick**

The Berwick Fountain Gate group has been out in the community longer than some of the other groups.

In the previous workshop, parents were very happy with move to community based services while still concerned about participants' safety and ability to cope with change.

In the current workshop parents were remarking on the growth of their participant's independence sighting more assertive behaviour and participation in family and community life. For example "he is more aware of what needs to be done and helps more".

What was being displayed was a high level of parent comfort and security in their participant's ability to cope with change. One parent recorded that they felt "Secure even though there are changes – we can handle it.

The families as a group were demonstrating a positive shift toward community involvement. This appeared to be driven by their developing confidence based on their appreciation of the improvements in life skills, health, communication and participants own positive attitudes.

Again as in other groups, the positives identified were less in quantity because they are now seen as givens and not unusual.

## **Cranbourne**

The Cranbourne workshop parents and carers focussed on recording their participants' growing ownership and personal development they were observing in their participants

Their approach was different to some of the other groups. They were very happy with the service provided and had few ideas for change. This group has a number of Outlook's long term participants and the mind set is still about the service provider taking the leading role with little parent interaction. This group has access to an Outlook bus because of the participant's particular needs and this was seen as a positive.

## **Emerald**

The Emerald group is very happy with the community based program to date. The parents are very interested in developing their participants' independence, confidence and skills. Over the last twelve months they have contacted the Outlook One Manager with suggestions and feedback on their participant and the group.

At the first information workshop they gave good feedback and identified things that needed to change. The parents know each other from the first workshop where there was an agreement to exchange information and work together on ideas.

This second workshop demonstrated that the parents were actively supporting each other and working together. This group of parents are particularly satisfying. They have identified needs and opportunities for their participants rather than just complaining to Outlook and expecting the organisation "do something".

They are taking responsibility and actively sourcing information and identifying possible solutions which they share with staff and other parents. They are very much interested in working with Outlook to build on the positive current foundations of the community group.

One of the advantages of the participants being in their local communities is the ability to pursue friendships outside service provision hours. The parents ensured that the participants not only met their friends during the week but also have social activities out of hours. I.e. birthday parties, home visits and attending local social events.

This is a dynamic and energetic group who will have a great deal of influence in the development of the service model and the self directed approach.

Parents are also recording changes in the participants, here is an example. The real name has not been used.

Fred was very happy and interactive when using a previous support service early in his life in another district. As he grew older he became withdrawn and non communicative. Fred joined the Emerald group and has regained his

interest and is interacting with the group members and staff.

Recently Fred and his family went back to visit staff and friends at the previous centre. They said “What have you done, we have the old Fred back” and were pleased with his”return to the happy person they had known before”.

### **Koo Wee Rup**

This group of eight participants have high support needs requiring one-on-one services. They also were required to move due to the flooding of Outlooks facilities. This resulted in the temporary accommodation at Kooweerup where there were appropriate support equipment i.e. hoists and change areas.

One parent and one group house representative attended the presentation along with staff and all participants.

Staff indicated that the participants had coped with the move reasonably well. The consensus was that this was due to the strong support relationships staff had built with participants. While the venue changed the staff were familiar and the participants needs and activities were met in a similar way to prior to the move.

Staff explained some of the difficulties the participants were experiencing in relation to the venue’s small size and facilities. The location of the venue also offered some opportunities. It is close to the town for a potential visits and also close proximity of the Men’s Shed. One participant was welcomed by the men and invited to watch the work in progress which he enjoyed greatly.

### **Facilitator Observation**

The workshop ran for about two hours and involved several presentations and interactive discussion. Staff were impressed with the connectedness of the participants who were able to maintaining interest in the events going on around them. Staff remarked that participants did not display any behaviours indicating they wish to be removed from the meeting or needed a different form of stimulation.

### **Narre Warren**

This was one of the first groups to make the move to meeting in their local community. Initially some parents were concerned about a community based program and its affect on participants. There were also safety concerns about participants using public transport. One parent attended the program for several weeks until she felt comfortable about the process.

At the time of the last workshop the group had settled in very well and parents were very pleased with both the program and the personal development of their participants. They were listing a great many positive aspects.

Twelve months later it was interesting to revisit this group. Now parents were listing less positives while still being extremely happy with their participant's plan and activities. Parents and carers are now accepting many of last year's positives as givens and greater independence is an expected part of their lives.

This change was particularly marked in this workshop group. It is now very much focussed on the bigger picture and are taking a strong interest in the organisation and the future prospects for their children. They are contributing valuable information to Outlook's development. One person in particular has the knowledge and skills to become a "champion" to help other parents through sharing experiences.

In this report we have referred to "community groups" that have been based on participant home locations. Outlook had two teams D and H who were yet to be transitioned into the community. The teams were in the Outlook Community Centre facility which provided the experience of reverse integration with the community coming to them.. Due to the flooding of the Outlook premises these teams were moved to another Pakenham based community centre. These teams were part of the consultancy workshops and their responses are set out below.

### **Pakenham Team D**

This team was one of the groups that needed to be re located after the flooding of the Outlook facility in February 2011.

Parents commented that their participants had adjusted well to the move. They felt this was due to the relationships built up between participants and staff and their way of working. This allowed people to cope positively with the new venue.

Parents also said that having a Outlook bus every day gave the participants more flexibility. They reported improved communication, increased happiness and a higher level of anticipation in their participants. They also saw benefits from more involvement in their community.

It was interesting to note that their attitudes and comments were similar to those expressed by other parent carer groups in the first round of workshops.

One parent was very concerned about the security aspects of the enhanced model. She struggled with the individualised funding model unable to see beyond the loss of the "Day Centre" These concerns will continue to be addressed by staff until the parent is reassured and can see positive outcomes.

Other parent/carer groups who have been out in the community longer have adjusted their attitudes and expectations over the year. They have seen their sons and daughters developing at their own pace out in the community.

It will be very interesting to listen to the Team D parents and carers in another 12 months and see if their attitudes and concerns change as they have with other groups.

### **Team H**

Team H participants also experienced a change of venue due to the flood damage of the Outlook facilities. Most parents and carers felt their participants had coped with the change.

One parent said her son had found the change difficult as he was unsure of where he was going and when. His concern generated behavioral difficulties in the need to constantly repeat his questions about when and where he needed to go.

Discussion of this situation allowed a pictorial time table to be created so that he could check for himself what was happening. This would reduce the stress levels of both the family and the participant.

### **Facilitator observation**

The parents of this group still have the expectation that once their son or daughter is at Outlook, the organisation is responsible for all decisions and is obligated to meet all possible needs with little parent involvement. An "I purchase a service it's all your responsibility" approach.

In each of the D and H teams workshops a parent raised their concern about the scheduling on their participant. "Gets more tired, need special arrangements with school for other siblings because not getting there on time". And "Not having purpose build centre means that "Set up can be half hour" from programs."

In the teams, parents have not yet realized that they can have more flexibility. Parents are choosing small groups because their funding goes further and then they feel they can't be flexible in hours of service. It is interesting to note that this concern was expressed initially by Community Group parents but after 12 months they don't see this as a matter of concern as they are experiencing more flexibility.

## Pre and post participant surveys

In line with the requirements of the ESC project a pre implementation survey and a post implementation survey of participants was carried out.

The questions were framed around the specific request for information on the following three areas.

1. Organisational culture committed to self-directed approaches
2. People with a disability are supported to develop and lead supports that assist them to lead a more meaningful and satisfying life.)
3. Implementation of self-directed approaches in group based day supports.

As the questions needed to be asked to look at each of the three areas often were similar, the questions were made to provide evidence for several areas rather than repeating the same questions over under the three distinct headings.

The questions were asked of 8 participants as a group. The group used was the Outlook Participants Committee who act as the voice for the Outlook participants. The same questions were again asked at the conclusion of the ESC Project using the same group.

The data is presented by ESC headings and the survey interview documents are included in the appendices at the end of this report.

### ***1. Organisational culture committed to self-directed approaches***

#### **Pre survey November 2010**

The questions asked of the participants indicated that they exercised choice in their activities and programs they had chosen. They were all confident that if they wished to change their support plans they could approach the staff and discuss the changes. Staff encouraged them to try new things and participants were positive that staff would help them in the learning process. They were very positive that staff offered them choices about what they did and how they did it and where positive that staff would listen when they told them about new experiences

In response to the question “Do staff listen to what you want 7 responded yes and one said sometimes – yes.

#### **Post Survey August 2011**

In this second survey the participants were able to say more specifically and with confidence how they told staff about what programs and activities they

wished to do. 8 participants referred to their support plans as how they told staff what they wanted. 4 participants named their core staff person as the person to speak to about programs and activities. All agreed they had a chance to make choices and decisions about what they wanted to do. They could also identify who they would speak to if they wished to make a change to their plan.

All participants were very positive when asked if staff encouraged them to try new things and in response to how they did this they all agreed that they “ask nicely” and said they were encouraged to “Give it a go ... like zumba”.

In their activities they all positively agreed that the staff listened to what they wanted and offered participants choice on what and how you did activities. They all agreed positively that staff encouraged them to make decisions during the day and also to try new things. All agreed that staff would help them in learning new things and would listen to them when they told them about those experience.

### **Observation**

From the questioning participants were confirming that there was a organisational culture committed to self directed approaches. That staff actively encourage people to express themselves and make their own decisions on a daily basis and also in the development of their Support Plans.

The responses in the second survey reinforced and amplified the organisational culture and values underpinning the use of self directed approaches identified in the first survey. Participants were even more confident and very comfortable with the Support Plan process and working with the staff.

## ***2. People with a disability are supported to develop and lead supports that assist them to lead a more meaningful and satisfying life.***

### **Pre survey**

In the pre survey people were asked if the staff encouraged them to try new things and how staff did that. All agreed and were able to give 4 examples how staff did that on a daily basis. The participants were also asked if people were encouraged by staff to try new things in their Support Plan meetings, and all agreed that they did.

When asked how Outlook supports people to have things in their lives that make them feel valued and satisfied, there were two responses, “We go to the gym” and “We work in the garden” (Community Garden) People were generally unsure of what this question meant and were unable to give further examples.

When asked what sorts of things people had been doing out in the community

the responses were shopping, bowling, gym, walking, swimming, library, gardening and cooking.

3 people in the group had been with Outlook's Day Service.

When asked if they went out into the community and did people greet them and talk to them all agreed yes and gave examples "Yes, my friend on the bus", "Yes when we go out to the shops", "Lots of people".

When asked if they were satisfied with the changes that had happened over the last few years, they responded with "Like being here (Community centre)", "better than back at Pakenham", and "Different things to do".

Participants gave examples of what they liked about the things they do. "I travel on the bus", "We did music it was fun", "Do different things" and "Rachel is good". (Rachel is the support worker for this group).

When asked what things they could think of to make it better. The response was "Don't know". All agreed and didn't have any ideas about improvements.

### Post Survey

On the second round of surveys when again asked how participants decide on what things they wanted to do in Outlook the response was positive. They all agreed the Support Plan meeting was the place to discuss this. 7 said that they "Bring their own ideas" and others said "Write down what we want", "Louise would listen" (core staff person), (If there was) "Something I want to learn – cooking" and "if I wanted to do a computer course".

When asked how Outlook supports and assists them to lead a more meaningful and satisfying life, the participants all agreed that the "Next Step" program that Louise was running made them feel valued. (Next Step is a basic pre employment initiative aimed at meeting expressed needs of the participants). All agreed positively and were clear about what they were being asked and enthusiastic in the responses to being valued.

All were very positive that they were encouraged to try new things and that the staff would support them in this. They gave examples of how staff encouraged them to try new things and were confident in who they should talk to if they wanted to change their plan and all agreed.

Participants when asked what they had been doing in the community gave 16 different activities and learning experiences. When asked if people say hello or talk to you when out in the community they all answered positively "Yes" and gave an example of Casey Arc (Leisure facility). The participants like the variety in their programs and were very positive about this.

Again 3 people had been at the Pakenham Day Service. When asked about the changes over the last few years they all responded that "Yes we like the new system" and "Don't want to go back" (to Pakenham) – specifically the three people who had been at Pakenham.

To the question "Are there things that you think could make it better" "The

responses were “Can always improve”, “Perfect weather would be good” and “Lots and lots of money to do whatever we want”. There was a general discussion but no one was able to suggest any specific thing that would make it better.

### Observation

Again the positive approach to, “supporting people to make choices and decisions that were resulting in more meaningful and satisfying lives” through their activities was identified in the first survey.

By the second survey the confidence level had increased and there was a greater understanding underpinning their answers to the questions. There was a marked improvement in their ability to see a bigger picture and particularly in their confidence including humour into the survey ie Perfect weather and lots of money to do whatever we want. This also demonstrated their understanding that there were more choices and opportunities out there.

They were particularly excited about the pre employment program and spoke positively about it and what they were learning in their discussions about the survey questions. The program has been tailored specifically to the participants needs and is valued because employment is what every one does. This reflects the staff’s work in developing programs and experiences that grow personal and communication skills leading to meaningful and valued lives

## ***3. Implementation of self-directed approaches in group based day supports.***

### Pre survey

In the pre survey participants were asked to reflect on their experiences out in the community and if they have a lot of say in what they do and where they go. All participants agreed that yes they did and gave the following examples:-

“We pick the places”, “What we have for lunch”, “When we go to the shops”. All agreed they had choice but not everyone was able to give an example.

### Post Survey

In relation to the same question 12 months later the participants all agreed they had a lot of say in what and where they went. The examples given were “Keep a diary (group diary) and discuss ideas about what we want to do”, “I go by myself because I am very independent”, and “We went to the movies” and chose the movie.

### Observation

The overall questions in the survey reinforced the belief that the self directed approach is well and truly being implemented in the Outlook local community groups and that participants are exercising the choice and decision making.

The learning is on an individual level and also on a group basis. As the

interviewer for both surveys I have seen a marked improvement in the ability of individual participants to express themselves and the confidence that they demonstrate in doing so. Group discussions demonstrated the willingness of participants to share opinions and discuss their collective feelings about the services they take.

## Community/Commercial Interaction Survey

As part of the Breaking the Mould Project a small Commercial Interaction Survey was undertaken. It was aimed at talking to retail businesses to identify if those organisations had developed a relationship with participants.

The outcome of the survey was that there was a strong relationship developed between the participants as customers and the retail businesses they use. The participants are part of their communities.

All businesses interviewed, recognised the participants by name, knew specifically what services were provided and the preferences of the individual participants. All recognised a growing confidence and independence and were able to give examples of their observations. All businesses valued the individual participants felt the relationship was a positive on

In August two additional organisations were added to that original survey.

### ***(1) Ron Top - University of the 3<sup>rd</sup> Age – Pakenham***

This organisation provides a meeting space for a number of Outlook participants. They are enrolled as members of U3A. The services the participants take from the organisation are, art classes, Computer classes including using XL, literacy and numeracy and a gentle exercise program on a Friday.

Over the last 4 years Ron has noticed a huge difference in the personal development of the participants. Much greater confidence and independence. Not just because they come to U3A, they are out and about in the community. They are seen everywhere and are very comfortable with people and in particular the members of the U3A.

There are two way benefits for both the U3A and the participants. Their tutors learn to work with a range of different disabilities. The members are able to use their own life experiences and skills in sharing the centre and feel valued. Friendships are made that are true, valued friendships on both sides

The participants are in a community environment developing their social skills and working within a social framework. One participant could not use a computer when they first came and now uses the internet to follow his particular interests and shares his findings with the other members.

The Outlook people and the members are participating in their community as a community member and being valued for it.

## **(2) Julie Fletcher -Central Services**

This local council organisation provides meeting rooms for a wide range of private and commercial people needing temporary meeting rooms. Central Services has provided occasional space for Outlook participant activities.

When Julie Fletcher was contacted in relation to the commercial interaction survey she made the following statement in reference to the participants. "They have brought this place alive". The organisation is often used by professional health specialists who work with families experiencing problems.

There are often introverted, young people waiting for their specialist appointments in a common waiting area. Participants will start conversations and thereby start social relationships. The young people see that participants are different but OK.

Julie has noticed that the young people, on subsequent appointments, start looking for the participants because they value the social interaction. Julie observed that the participants are educating the people who use the centre.

While referring to the participants as a group in this description, Julie sees the individual people and the difference they make to the people of the centre. The participants are giving back to the community as well as gaining from their community inclusion.

## **Reflection on the service provision to families and carers.**

The consultation, planning and implementation of Outlook One's enhanced service delivery model has allowed time for reflection on the approaches and attitudes of the people purchasing services.

The following observations have been made to demonstrate that we do not just have either a family approach or a Group House approach but a multiplicity of attitudes within the purchasers.

### ***Families***

#### **Long term service users**

Some participants have been long term users of Outlook's services. The parents/families have had experience of purchasing their son's or daughters services and then leaving it all up to the organisation and the staff. Some have expectations of transport provision and a day centre where participants were safe. They have been used to working within the system and are comfortable with a prescribed 5 day delivery of services as in the past. Any concerns were passed to the Outlook with the expectation they would be fixed.

Some longer term parents are responding well to the greater involvement in their participant's opportunities for choice and growth. They have seen improvements in their participant in spite of their own concerns about participant security.

Others see the results as positive but are still uninterested in becoming pro active in supporting change for their participant. They have been happy with the service provided and don't want change and are not interested in becoming more involved.

#### **Shorter term service users**

##### Futures For Young Adults Families

In the last 10 – 15 years the school system has delivered a more flexible approach to providing services to families. They have been able to spend their funding how they want. It offered more options and a more flexible delivery.

The families who have come through this process have developed a more

flexible approach to planning and funding. They are more open to change and the possibilities it brings.

### New people

The new participants taking services from Outlook are moving directly into the new enhanced model and have no knowledge of previous service delivery methods. They are being introduced to individualised planning and receiving services out in the community. They can be more receptive to the options available to them and also the flexibility of having control over their own funding.

### ***Group Houses (CRU's)***

Outlook's changing service delivery impact on Group Houses. Participants are being encouraged to express opinions and make choices and developing higher expectations in their interactions with support staff. They will also expect that to carry over to their homes.

From our families where participants are living at home, we are hearing that participants are more assertive, wanting to make choices and not participate in some family activities. Within families they are learning to manage that need. In the case of Group Houses (CRU's) that presents more difficulties. For example.

If a participant has been out in the community throughout the week he or she may wish to stay home and rest. They may not wish to join the shopping or group activity being organised by Group House Staff. In a private home this need maybe able to be accommodated.

In developing individual plans, a participant who wishes to use their funding for one on one specific service may not have enough money to provide a full week service at a service provider. This could be problematic for Group House staff as currently that participant would be at the service provider, now they would asking to be at home and may require staff support.

It is becoming obvious that for effective individual planning for each participant there needs to be an overarching plan for the Group House and the Service provider. A plan that identifies the participants' needs, desires and choices and sets out both the service provider and the group house support and how they are going to meet the person's individualised plan.

It would be extremely important that both the service provider and the Group House work with the participant to develop that plan so there is a seamless delivery of the services required.

**FAMILY CARER PARTICIPANT CONSULTATION WORKSHOPS  
ATTENDANCE BREAKDOWN**

<b>GROUP</b>	<b>TOTAL ATTENDED</b>	<b>CLIENTS</b>	<b>PARENT/FAMILY MEMBERS</b>	<b>GROUP HOME REPS</b>	<b>COMMENTS</b>
<b>Narre Warren</b>				1	1 CRU attended
<b>Berwick</b>	16	8	8	0	2 CRUS invited, none attended
<b>Cranbourne</b>	11	6	3	2	2 separate CRU's represented
<b>Emerald</b>	13	5	8	0	No CRU's involved with this group
<b>KWR (Teams A &amp; B)</b>	10	8	1	1	4 CRU's invited, 1 represented
<b>Pakenham (2 groups combined)</b>	18	8	10	0	No CRU's involved with this group
<b>Team D</b>	12	6	3	3	3 CRU's invited, 2 attended (2 staff from one house, 1 from another)
<b>Team H</b>	10	5	4	1	2 CRU's invited, 1 attended

In total we have 12 group homes (CRU's) that were invited. Many were invited to more than one session, as they have may have more than one participant that attends Outlook who are in different groups. Of the 12 group homes, 7 group homes were represented.

## **Development of on going communication with families**

It was intended that these facilitated information workshops would cease with the completion of the ESC project. The communication between staff, participants and families/carers will now be managed within groups in the way that best suits each particular group. This will be developed and monitored by the staff who work with the participants, families and carers with occasional support by the Team Leaders.

There has been much change and there will be more to come. Outlook needs to develop the skills of the participants so they can exercise their right to choice and make their own decisions. Participants don't live in a vacuum, family and carers also need to have help in learning to identify new options, understanding funding possibilities and how to support their participant's choices.

Strength based approach training for staff has been delivered by Sue Johnson. It is intended in the coming year when the community groups have been established that the concepts of the strength based approach be shared with parents.

Outlook is also identifying "Champions" from families that can assist parents by sharing experiences and networks.

The coming years will be full of change with new opportunities for participants, families, carers, staff, Outlook management and the community at large. Strong communication links will be important.

Outlook's enhance model will change with those changing opportunities but always remain focused on participants growth and participation in their community as equal citizens with their rights and responsibilities.

## Staff development

### **Outlook One Manager and Team leader facilitated sessions**

Three sessions, delivered by Lynne Baxter, looking at the job descriptions of the Team leaders and the Outlook One Manager descriptions. The aim was to tease out the inter relationship of the tasks in terms of process, responsibilities and paperwork. It was also about identifying individual skill needs for future planning.

### **Team leader and team facilitated sessions**

Three facilitated session were conducted over July and August and involved the Team Leader and their team staff. These sessions discuss the job descriptions of the staff and the inter relationship to the Team Leaders job descriptions.

The sessions looked at the processes, responsibilities and paperwork involved. It also gave teams an opportunity to identify way they can develop systems that suit their particular team needs. It also allowed staff to identify specific training needs.

The implementation of Outlook's enhance model will include a structured on going staff training program.

# APPENDICES

**Outlook**  
**Self-directed approaches and personalised supports**  
**Pre - survey Version (2)**

8 November 2010

**1. Organisational culture committed to self-directed approaches**  
**(Explain)**

1. How do you tell Outlook staff what programs or activities you want to do each year? (1)(3.a)

Talk to them (staff)
We have a meeting (2 said this)
There is a plan
Talk to Rachel (4 said this)
Tell Dad
Talk to people

2. In your Support Plans meeting do you have a chance to make choices and decisions about what you would like to do? (1.) (3a)

Yes
We do
Yes (all agreed)

3. How do you decide what things you will do in Outlook?

We write down what we want
Louise would listen
Something I want to learn - cooking
If I want to do a computer course
Bring our own ideas ( 7 agreed with this)

4. Are you encouraged to try new activities at those meetings? (1) (2b)

Yes (all agreed)
------------------

5. How do Outlook staff encourage you to try new things? (1c) (2 a)

Try things out
(Taste) Different food
Go different places
Yes (all agreed the staff encouraged them to try new things)

6. Who in Outlook would you speak to if you wanted to make to change to your plan?(1.a)

Rachel
Core person
Dad and Rachel
Rachel
Julie (Walton – manager)
(All agreed they could talk to staff to change a plan)

**In your activities ...**

7. Do staff listen to what you want? (1.)

Sometimes - yes
(All agreed yes)

8. Do staff offer you choices about what or how you do in your activities? (1.b)

Yes (All agreed positively)
-----------------------------

9. Do staff help you when you do try new things? (1. c)

Yes (All agreed)

10. Do staff encourage you to make decisions during the day about what you do in your activities? (1.b)

Yes
Shopping ( <i>this is a cooking group</i> )
What we make
When we do things
(All agreed)

11. Do staff listen when you tell them what you think about new experiences? (1.c)

Yes (all agreed)
I tell Rachel
Karen listens to me

**2. People with a disability are supported to develop and lead supports that assist them to lead a more meaningful and satisfying life. (Explain)**

12. How does Outlook support you to have things in your life that make you feel valued and satisfied? (2)

We go to the gym
We work in the garden (Community Garden)
<i>(Generally not sure what this meant, unable to give example)</i>

13. What sorts of things have you been doing out in your community? (2a)  
(2c)

shopping
bowling
gym
walking
swimming
library
gardening
cooking

14. How many of you used to come to the Pakenham Centre before Outlook started it's Community Groups? (2.b)

3 people have been in the Pakenham Day Service
--

15. Do you have people who know you, say hello or talk to you when you are out in your community? (2.c)

Yes, my friend on the bus
Yes when we go out to the shops
Lots of people
<i>(All agreed with the above)</i>

16. We have seen a lot of change in the way we do things over the last two years. Are you satisfied with these changes? (2.d)

Like being here (Community centre)
Better than back at Pakenham
Different things to do

17. What do you like about the things you do now? (2.d)

I travel on the bus
We did music it was fun
Do different things
Rachel is good
(Others happy but not specific comments made)

18. Are there things you like that could make it better (2d)

Don't know (All agreed and didn't have any ideas about improvements)
--

**3. Implementation of self-directed approaches in group based day supports. (Explain)**

19. When you are out in the community do you have a lot of say in where you go? (3)

Yes (All agreed)
------------------

20. Can you give examples? (3)

We pick places
What we have for lunch
When we go to shops
(All agreed they had choice but couldn't give examples).

## Outlook

### Self-directed approaches and personalised supports

#### Post - survey Version (2)

1<sup>st</sup> August 2011  
(9 in attendance)

#### 1. Organisational culture committed to self-directed approaches (Explain)

1. How do you tell Outlook staff what programs or activities you want to do each year? (1)(3.a)

ISP Support plan and ask
See Louise (core staff) and chat – meeting for SP
Do an SP
Do an Sp
Doing SP to day with Rachel
Talk to Gemma about it
Talk to Craig he is my support person about SP
SP
Do a SP

2. In your Support Plans meeting do you have a chance to make choices and decisions about what you would like to do? (1.) (3a)

Yes all agreed there was a Support Plan meeting – (very positive)
---

3. How do you decide what things you will do in Outlook?

What I want to do
Talk to parents
Choose things
Talk about it (All agreed with this)

4. Are you encouraged to try new activities at those meetings? (1.) (2.a)

Yes (all agreed - very positive)
Like the computer course
The computer course

5. How do Outlook staff encourage you to try new things? (1c)(2.A)

Ask nicely (all agree)
(Encourages us)Give it a go...like zumba

6. Who in Outlook would you speak to if you wanted to make to change to your plan?(1.a)

Your core person
Gemma (core person)
To Rachel
To Rachel
All the others agreed

**In your activities ...**

7. Do staff listen to what you want? (1.)

Yes (all very positive, all agreed)
-------------------------------------

8. Do staff offer you choices about what or how you do in your activities? (1.b)

We have choice (all agreed)
-----------------------------

9. Do staff help you when you do try new things? (1. c)

Yes (All agreed positively)
-----------------------------

10. Do staff encourage you to make decisions during the day about what you do in your activities? (1.b)

Yes (all agreed positively)
-----------------------------

11. Do staff listen when you tell them what you think about new experiences? (1.c)

Yes (all agreed)
------------------

**2. People with a disability are supported to develop and lead supports that assist them to lead a more meaningful and satisfying life. (Explain)**

12. How does Outlook support you to have things in your life that make you feel valued and satisfied? (2)

Louise and the "Taking the next step" program makes us feel valued. (all agreed positively)
<i>* Next Step program is a basic pre employment initiative set up by Louise</i>

13. What sorts of things have you been doing out in your community? (2a)  
(2c)

Bowling	Channel 9
Swimming	Gardening
Art Craft	Mini golf
Using public transport	The Circle channel 10
Learning Centre	Shopping
Sports club – gym	Cafes
Cooking – community centre – the Hub	
Tennis club	
Library Tuesday	
Out and about with Louise (travel activity)	

14. How many of you used to come to the Pakenham Centre before Outlook started it's Community Groups? (2.b)

3 had been at the Pakenham Day Service

15. Do you have people who know you, say hello or talk to you when you are out in your community? (2.c)

Yes (all positive)

Casey Arc (given as an example)

16. We have seen a lot of change in the way we do things over the last two years. Are you satisfied with these changes? (2.d)

Yes we like the new system (all agree)

Don't want to go back (specifically the 3 people who had been at Pakenham)

17. What do you like about the things you do now? (2.d)

Swimming, the variety about what we do.

Cooking, Craig on Tuesdays – Disco the variety

Good to do the variety (All agreed with these views positively)

18. Are there things you think could make it better?(2.d)

Can always improve

Perfect weather would be good

Lots and lots of money to do whatever we want

*(General discussion agreed but no one was able to suggest any specific thing that would make it better)*

**3. Implementation of self-directed approaches in group based day supports. (Explain)**

19. When you are out in the community do you have a lot of say in what you do and where you go? (3)

Yes (all agreed)
------------------

20. Can you give examples? (3)

Keep a diary and discuss ideas about what we want to do
I go by myself because I am very independent
We went to the movies) ( <i>chose the movie</i> )

## **Outlook One Community Inclusion – Commercial Contact Survey 2010 - Report of 16 December 2010**

Outlook One has changed their service delivery model and now many participants take their services in their local communities. There has been observable personal growth for many of the participants as evidenced in the Breaking The Mould Report by parents, carers and staff.

A survey has been undertaken with several commercial businesses, in different communities, who have been supplying services to participants over the last year. They were asked for observations on any noticeable skill development or personal growth changes in Outlook participant. They were also asked to reflect on their relationship with the participants. Last names have been omitted at interviewee's request.

Representatives from six organisations were contacted by telephone:

- Mel Overdyke – Cardinia Life (Swim centre)– Access for All Abilities
- Debbie xxxxxx– Narre Warren Bowling – 9704 2955
- Di xxxxx- U3A –Gentle Exercise Tutor
- Linda xxxx – Great Australian Bakehouse – 5941 3262  
Pakenham Station – station staff at ticket box – 9610 6000
- Amanda Eames - Centre Manager Brentwood park Community Centre

Five of the six people contacted were happy to respond to the questions. Pakenham station staff were unable to respond to questions due to organisational policy. When contacted the PR person was based in the city and unable to respond to the questions.

The questions asked were:

- Q. Can you tell me the names of the participants?
- Q. What services do they take from you?
- Q. How long have they been coming to you?
- Q. Have you noticed any changes in their confidence and or skills/abilities?
- Q. How would you describe your relationship with the participants?
- Q. Would you like to offer any further comments?

The interviewer also made observations about the interviews to describe the attitudes and emotions being demonstrated.

### ***Analysis of the data collected***

#### **Q .Can you tell me the names of the participants?**

All interviewees were able to name a participant and did this comfortably and easily.

#### **Q. What services do they take from you?**

The services ranged from supervised activities such as gentle exercise, multi sports and casual swimming and Music Madness to purchasing of services including 10 pin bowling, refreshments, and meals.

#### **Q. How long have they been coming to you?**

The responses were 1 ½ years, for years, I have been here 3 months but they have been coming to the Bakehouse for a lot longer than that and 2 years.

All but the 3 month employee had a longer association with the participants had the ability to comment directly on change in the last twelve months. The 3 month employee was very aware that the participants had been part of the businesses positive custom for a lot longer.

#### **Q. Have you noticed any changes in their confidence and or skills/abilities?**

All interviewees were able to identify increased skills in the areas of communication, independence, money handling and being able to know the process for the activity or service they had chosen. The examples given were:

“Improved confidence”, “listen to instructions” and “better - easier to engage with them”.

“Money handling skills are better and they know the order that things happen”.

“Interact with some of our other groups for example saying good morning and chatting.”

“Do everything themselves, select their balls and shoes sizes etc”

## **Q. How would you describe your relationship with the participants?**

### **Findings**

All interviewees saw the participants in a positive light and welcomed them as users of their different services. All interviewees were able to identify areas of developing confidence and or demonstrations of independence in participants.

Comments indicated that participants had a place in the community and were valued by the commercial businesses that served them.

Comments made to support this view were:

“We like having them here, it’s good.”

“Friendly.”

“Love having them here. Never have any problems, they interact with everybody”.

Interestingly one of the interviewees reflected that the relationship was a two way experience, they valued that the participants sought them out to greet them and made the following remark:

“Friendly, they come and speak to me, say hello and or acknowledge I am there.”

In response to the question “Would you like to offer any further comments?” They responded with:

“Great to have. They don’t need supervision by the Outlook staff who are very good. Well behaved and obey the centre policies.”

“Carers are great as well.”

“Confident, they walk in and go to “their” table and feel comfortable being here.

This demonstrates that participants are successfully working within the social framework of the community. The following comment from the Community Centre Manager reflected the changes that the participants are helping to bring about in community attitudes.

“Initially people from one of our older age groups were unhappy about the participants being here. Recently that older group, on its own initiative, brought the left over party food to the guys. Something they would not have done previously. They are more accepting because they are getting to know the guys.”

This comment was not only significant in the sharing of left over food with participants.. The older group acknowledged the participants existence. They chose to actively include them in the community centre “community”. They approached the participants directly and interacted rather than sending a staff member with the food. This indicates a growing acceptance and changing attitudes within that group.

Overall there is a growing acceptance and valuing of participants in the community as they have become known. The businesses have been able to demonstrate their relationship with the participants by being able to directly observe and comment on the developing skills of the participants. This is a pleasing and healthy situation which supports having participants build relationships in their own communities.

The completed questionnaires are attached as an appendix to this report.

Lynne Baxter,  
Veritas Training

## **Additional Commercial Contact Survey - Comments 2011**

### **Community Inclusion - Outlook participants 2011**

U3A Pakenham 5941 4164

Ron Top

Date of interview :19 August 2011

#### **Q. Do you know the participants by name?**

Yes every one of them.

#### **Q. What services do they take from you?**

Art classes, Computer classes XL, literacy numeracy and a gentle exercise program on Fridays

#### **Q. How long have they been coming to you?**

Four years

#### **Q. Have you noticed any changes in their confidence and or skills/abilities?**

Much greater change in their confidence and independence. Not just because they come to us, they are out in the community. They are being seen everywhere. They are very comfortable with people generally and our members in particular.

#### **Q. How would you describe your relationship with the participants?**

It's a two way benefit. Our tutors are learning to work with individuals and groups with disabilities. Our members are able to share their own life skills and experiences and they feel valued.

Friendships are made that are true, valued friendships on both sides.

The people are in a community environment and working in a social framework as well as the things they learn in class.

One person couldn't use a computer when he came now he is on the Internet and follows his own interest and shares what he finds with the other members.

#### **Q. Would you like to offer any further comments?**

The Outlook people and the members are participating in their community and all are being valued for it.

## **Community Inclusion - Outlook participants**

Services Central – Pakenham 5940 2905

Julie Fletcher

Date of interview : 19 August 2011

### **Q. Do you know the participants by name?**

Yes all of them and then demonstrated that by talking about each individual

### **Q. What services do they take from you?**

Services Central provides space for meetings to anyone in the community needing a place to meet. Outlook takes space for a group to meet.

### **Q. How long have they been coming to you?**

12 months

### **Q. Have you noticed any changes in their confidence and or skills/abilities?**

Yes they are growing in confidence all the time. They are interacting positively with the other people who use the service here.

### **Q. How would you describe your relationship with the participants?**

"They have brought this place alive".

They educate the people who use the service and change peoples attitudes to disability.

### **Q. Would you like to offer any further comments?**

Professional specialists use this service to make appointment for their clients. Many of the people who come here have family problems.

Young people arrive for appointments and are very introverted and non communicative. Often very nervous about the appointments.

Fred (not real name) will start a conversation with the young person which initially does not want to communicate. Fred cheerfully tells him about what he is doing. This starts a relationship. When the young person comes back they see Fred and have a conversation. In future visits the young person actively looks for Fred and is pleased to see him and continue the acquaintance. This happens over and over and is so good to see.

Julie remarked that there is a visible change in the attitude of the young person who becomes more open and relaxed. The young person has a relationship with a person with a disability that they would have been afraid of previously. The Outlook people are giving back to the community as well as gaining from being part of their community.

Julie wrote a poem when it looked like Outlook would no longer be using Services Central and gave permission for me to reproduce it if I chose.