

CASE STUDY 1 - WORKING WITH OUTCOMES

1. Project Plan

This section provides an overview of the lab process.

Activity	Purpose	Time	People involved
Project set up	Identified idea for testing. Understood context, identified potential participants and assessed their readiness. Design workshops and lab.	3 x 2 hr meetings	IRISS facilitators x 2 South Lanarkshire service managers x 2
Participant set up	Ensured people understood the lab process and obtained consent. (When conducting these workshops we realised staff needed more time to discuss outcomes focused conversations. Consequently we ran an additional training workshop.)	2 x half day workshops with people who access support and staff 1 x half hour phone call with carers 1 x coffee morning for everyone to meet 1 x training workshop	IRISS facilitators x 2 South Lanarkshire service managers x 2 People who access support x 3 Day care centre staff x 6 Carers x 3

Lab and reflection sessions	<p>The experiment: everyone has two experiences testing out outcomes focused conversations with and without a tool that helps to facilitate the conversation from the perspective of people who access support.</p> <p>Individual and group reflection sessions.</p>	1 day	IRISS facilitators x 2 South Lancashire service managers x 2 People who access support x 3 Day care centre staff x 6 Carers x 3 IRISS evaluators x 2
Further reflection	Interviews with day care centre staff. Focus group with people who access services.	6 x 45 min interviews 1 hour focus group	IRISS evaluators x 2 South Lancashire Service managers x 2 People who access support x 3 Day care centre staff x 6

We believe the participant set up section of this project could be improved by conducting co-design sessions where everyone works together to co-design the lab. We suggest this in the 'How To' guide.

2. Personas and Scenarios

Number 1:

Ruth and Janette

You have read about Alan in the social workers assessment. She has been provided with £7,000 a year to achieve his outcomes. You are not sure if this is enough money to cover his needs.

This is the first time you will meet Alan and his carer Margaret.

It is your role to figure out the outcomes Alan would like to experience, and plan with him how these outcomes will be realised.

Remember the realisation of these outcomes does not need to take place in a day care centre. You may facilitate Alan's involvement in other community settings, or enable him to engage in these community settings in a way he is comfortable.

You have an outcomes sheet you can use to record each outcome, its priority and how it will be realised.

As this role is new, and all of the structures and supports do not exist yet to support the role, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to learn, reflect and develop. As you are playing your role, feel free to make something up that will enable the conversation to continue. However please be mindful of the points where you needed to do this, so you can learn and share this with other people during the reflection sessions.

Margaret

You are Alan's carer and are rather protective of him. You tend to focus upon problems Alan faces rather than his strengths. This means you tend to respond negatively to suggestions, ideas and opportunities, and try to take control of the conversation.

have been working as his carer for a year

You were with Alan when he was assessed by a social worker and you know he has been provided with £7,000.

You have never met the day care centre staff – Linda and Karen.

As this conversation is not real, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to try out having this conversation. As you are playing a role you do not need to always be yourself. Feel free to make something up that is realistic and you think will benefit the conversation you are having.

Alan

You have been assessed by a social worker and know you have been provided with £7,000 a year. You are not sure if this is enough but are open to exploring what this means to you and your life.

You are worried about this change and feel vulnerable so keep on going off on a tangent and talk about other things.

Margaret is your carer but you don't feel she really understands you. You are polite to her, as you know she means well, but find her negativity and focus upon your visual impairment very frustrating.

As this conversation is not real, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to try out discussing your views about your life. As you are playing a role you do not need to always be yourself. Feel free to make something up that is realistic and you think will benefit the conversation you are having.

Number 2:

Janis W and Margaret

You have read about Ben in the social worker's assessment. He has been provided with £35,000 a year to meet his needs.

This is the first time you will meet Ben and his carer Karine.

It is your role to figure out the outcomes Ben would like to experience, and plan with him how these outcomes will be realised.

Remember the realisation of these outcomes does not need to take place in a day care centre. You may facilitate Ben's involvement in other community settings, or enable him to engage in these community settings in a way he is comfortable.

You have an outcomes sheet you can use to record each outcome, its priority and how it will be realised.

As this role is new, and all of the structures and supports do not exist yet to support the role, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to learn, reflect and develop. As you are playing your role feel free to make something up that will enable the conversation to continue. However please be mindful of the points where you needed to do this, so you can learn and share this with other people during the reflection sessions.

Karine

You are Ben's aunt and have been his carer since he was 8 years old. You don't yet see Ben as an adult and although you mean well you tend to treat Ben like a child. You are scared about Ben making decisions about his daily life and are worried he won't cope and how the decisions he makes will affect your life.

You were with Ben when he was assessed by a social worker and you know he has been provided with £35,000, which you think is enough to cover Ben's needs.

You have never met the day care centre staff – Janis and Margaret.

As this conversation is not real, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to try out having this conversation. As you are playing a role you do not need to always be yourself. Feel free to make something up that is realistic and you think will benefit the conversation you are having.

Ben

You have been assessed by a social worker and know you have been provided with £35,000 a year.

Your mum, dad and aunt (Karine) are your main carers. Your family think £35,000 is enough money to meet your needs and you are happy with this.

You are very excited about getting to plan how you spend your days and you feel ready to think about the possibilities and how you will get to do what you want to do most days.

You get on well with your aunt but are aware that she treats you like a child. You are trying to help her see you as an adult as you feel she holds you back from living like an adult and living the way you would like.

As this conversation is not real, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to try out discussing your views about your life. As you are playing a role you do not need to always be yourself. Feel free to make something up that is realistic and you think will benefit the conversation you are having.

Number 3:

Linda and Karen

You have read about Claire in the social workers assessment. She has been provided with £15,000 a year to meet her needs. You are deducing from the assessment that this is not enough money to cover Claire's needs.

This is the first time you will meet Claire and her carer Petrina.

It is your role to figure out the outcomes Claire would like to experience, and plan with Ben how these outcomes will be realised.

Remember the realisation of these outcomes does not need to take place in a day care centre. You may facilitate Claire's involvement in other community settings, or enable her to engage in these community settings in a way she is comfortable.

You have an outcomes sheet you can use to record each outcome, its priority and how it will be realised.

As this role is new, and all of the structures and supports do not exist yet to support the role, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to learn, reflect and develop. As you are playing your role feel free to make something up that will enable the conversation to continue. However please be mindful of the points where you needed to do this, so you can learn and share this with other people during the reflection sessions.

Petrina

You are Claire's carer, and have been her carer for two years. You tend to say yes to everything someone in authority suggests, and everything Claire wants. You do not think objectively about what is being suggested and how it will affect Claire or yourself. You are a nervous person and talk too much, and over people, to cover up your nerves.

You were with Claire when she was assessed by a social worker and you know she has been provided with £15,000, which you know is not enough to cover Claire's needs. You have discussed this with Claire but are scared of bringing it up with the day care centre staff. You are hopeful they will sort this problem out.

You have never met the day care centre staff – Linda and Karen.

As this conversation is not real, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to try out having this conversation. As you are playing a role you do not need to always be yourself. Feel free to make something up that is realistic and you think will benefit the conversation you are having.

Claire

You have been assessed by a social worker and know you have been provided with £15,000 a year.

Petrina has been your carer for two years and you get on well but think she could be more assertive in supporting you reach the goals you want in life.


Petrina has spoken to you that she does not think £15,000 a year is enough to support you but doesn't know what to do about this. You are not sure either.

You don't want things to change. You would like to continue to receive the services you have been receiving for the last couple of years.

As this conversation is not real, you may feel out of your comfort zone or even get stuck. This is ok. This is not a real life scenario, it is simply a safe space to try out discussing your views about your life. As you are playing a role you do not need to always be yourself. Feel free to make something up that is realistic and you think will benefit the conversation you are having.

3. Outcomes Focused Visual Tools

i. Checking in With the Group



THINK

Checking in with the group

On this card we've identified common issues that a facilitator may come across and some questions/interventions you might like to consider in order to see how they are doing.

'I want to tell you about something different...'

'I just want to network'

When new ideas are emerging or when conversations go round in circles, it is important to bring the group back on track. Ask the group the following:

1. Do you think that the discussion is still on topic?
2. Do you feel like you are making progress?
3. How does that comment relate to the purpose of the group?

'I haven't read my papers'

'I don't see the point in all this'

When the meeting has been going on for a while, when people are withdrawn from the conversation or when people look tired/frustrated, it is your job as facilitator to understand what is going on for them and to identify what might make it easier for them to engage. Ask the group the following:

1. How are you feeling?
2. Do you all still have the thread of the conversation?
3. Would you like me to summarise where we've got to so far?

'Can't we just get on with it?'

'I know how to fix this... listen to me... I know I am right!'

When you are not seeing results or when it is evident that the designated agreed process isn't being followed, it is important to consider whether other processes might be more effective. Ask the group the following:

1. Do you feel the current approach is working?
2. Do you think that we are making progress using this approach?
3. How much longer are you willing to stick to using this approach?
4. If this way isn't working, what should we do differently?

If the group do not want to stick to the agreed process, offer them an alternative, or ask for alternatives from the group. It is important not to be too wedded to your pre-designed process, if it is clearly not working.

THINK

D-Cards
Difficulties
Decisions
Deliberations

ii. Let go of Control



ACTIVITY

Let go of Control

'People support what they create'. A key way to support people to foster ownership of the process/project is to create a way for the group to co-define the process as they go. This helps ensure that the work is in tune with what the group want to achieve.

> **You will need:** flip chart, pens and list of questions

Time	Activity	Purpose and notes
25 mins	Brainstorm the following: <ol style="list-style-type: none">1. What should be the focus of the next session?2. Who should run the session?3. What extra expertise might we need?4. How long should the session be?5. What kind of activities should we do?6. What needs to happen between now and the next time to move us forward?7. Who is going to do what at the next session?	<ul style="list-style-type: none">• Lets the group design the next session.

D-Cards
Difficulties
Decisions
Deliberations

ACTIVITY

iii. Asset Mapping

<http://blogs.iriss.org.uk/assetmapping/2012/07/03/first-training-workshop-for-individual-asset-mapping/>

4. Reflection Questions

Can you remember how you were feeling when we first met?

How did you feel on the day of the lab?

How have you felt since taking part? did you feel on the day of the lab?

What do you think would help to take this learning/new way of working forward?

5. Feedback Questions

Experience map questions

1. Please talk me through each stage of the project (detailed on the experience map), and what you learnt at each stage. (NB spend more time talking about the lab part of the project than the other parts)
2. What are the features of the environment that helped or hindered your learning?
2b. How does this compare to other learning environments?
3. Please talk me through how you felt at each of the stages in the project (detailed on the experience map), and why you felt this way. (NB spend more time talking about the lab part of the project than the other parts)
3b. What could we have done to enhance/limit these feelings?

Learning, working and the future questions

4. How did the way of working you experienced during the lab compare to ways you have worked in practice? (Prompts: time, level playing field between people, open questions, building a relationship of trust, working in pairs)
5. How did the learning process compare to other learning environments that you've experienced?
6. Tell us about the experience of learning alongside people who use services?
7. How has the way of working in the lab informed your practice since the lab (Prompts: your role, skills, communication, how you feel about SDS - fearful, confused, energised? - outcomes and changes to service provision, personal development)
8. How can we take this way of working and make it possible in practice? (Prompts: time, reflective space, training, working with other practitioners e.g. social workers, changes to service structures, communication between people who have different roles e.g. social workers and day care centre staff)
9. How can you see the labs being used in the future?

6. Experience Map

Experience map

