



# Deciding With Support



# Today's presentation

- Aim and background to project
- Deciding with support website
  - Why it's important to participants and providers
  - How it was designed
- Key features
- How to use the resources in your day-to-day practice



# What is *Deciding with support?*

- A toolkit of co-designed resources on supported decision-making for everyone involved in behaviour support.
- The website and resources aim to help everyone feel more confident supporting people with disability in making these decisions.



# Context: Supported decision-making and behaviour support

- Many people don't choose to have behaviour support
- This sets up a particular kind of situation for supported decision making
- People are receiving support for decisions in a context they might be very dissatisfied about
- Supported decision making is particularly important here



# Phase 1: Evidence review

- Policy review (UNSW)
  - Supported decision-making is a human right for people receiving behaviour support
  - The first review sought to understand how this right intersects with behaviour support principles
- Review of PBS practice (Flinders)
  - The second review mapped the way that supported decision making features in PBS practice research; and broke PBS practice into sequential steps
- Review of existing supported decision-making resources (CID)
  - The third review scoped existing resources on supported decision making

# The combined reviews showed:

- Principles which are consistent across SDM and PBS need to be built into the resources
  - Person-centredness
  - Autonomy and agency (choice and control, self-determination, independence)
  - Social inclusion
  - Citizenship
- Gaps between SDM and PBS need to be addressed
  - Rights, will and preference of the person is not prioritised in PBS
  - Views of stakeholders may override person's own preferences
  - Without clear practice strategies, stakeholder engagement could become a euphemism for substitute decision-making
  - Without adequate support and resources, there is a risk of tokenism and ineffective decision-making

# Ways forward

- The person needs a broad supportive social network to assist them to make decisions, provide wider context for choices and provide mental health support.
- Supporters need:
  - Skills and an open mindset
  - Awareness of unequal power relationships and how to address
  - Awareness of the person's specific communication support needs and how the person expresses themselves (verbally and non-verbally)
  - To be able to anticipate the potential emotional impact of the decision-making process on the person
  - Skills to reflect on the process with the person, encourage transformative changes, and adjust their support to reflect the change

# How the resources were designed

- Partnership approach
- Co-designed with people with disability and supporters
  - Employees
  - Advisors
  - Content developers
- Advice from diverse groups
- Multi-media; multiple ways to engage with learning materials



# Video



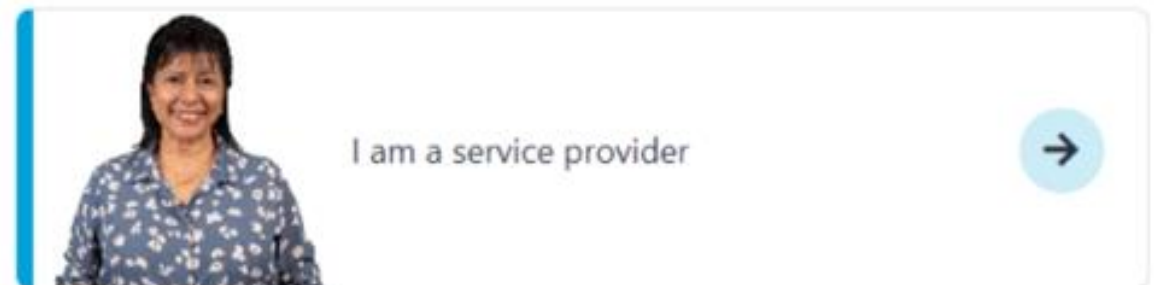
# What is a scaffolded learning design?

- In each sub-section you will see:
  - Introduction
  - Key content
  - Reinforced with videos
  - Worksheets to implement in practice



# Key features

- Content targeted to four user groups
- People with disability at the centre
- Targeted information based on roles
- Scaffolded learning
- Practical worksheets for implementation



# Real-life experiences and scenarios for learning




Sidharth




# Case study embedded across the website


## Meet Lauren's support team



**Alissa**  
Lauren's support worker



**Sophie**  
Lauren's Positive Behaviour Support Practitioner




**Sharon**  
Lauren's Service Provider

Meet Lauren's support team 4 / 18

## Supporting Lauren's decisions

Watch the video to see how Alissa is supporting Lauren's PBS decision about 'What will help me live a good life' using an Easy Read workbook, a format that Lauren is comfortable with.

Watch the video (36 sec)



Download transcript

Supporting Lauren's decisions 7 / 14

# Information for people with disability

- Easy read
- Videos
- Accessible worksheets



Part 1

Making my own decisions



Part 2

Making decisions about my behaviour  
support plan



Part 3

Worksheets



In this video Luke and Sidharth talk about what they do to live a good life.



[Download Transcript](#)

[▶ Listen](#)

I decide how I will live a good life.

My Behaviour Support Practitioner and supporters help me decide.

You can use this workbook to help you decide what will help you live a good life.

[Download worksheet](#) 





Have a look at the information Lily wants people to have about her.

**Information people can have about me**



What I like.

What I do not like.

What I find hard.

What I do in the week.

What medicine I take.

**Information I do not want people to have**



I do not want people to know all my medical information.

Only my mum and sister can have this information.



What information should people have about you?

**You can write or draw your answer here.**

Information people can have about me



Information I do not want people to have



# Information for supporters

- In each section:
  - Read
  - Listen
  - Reflect
- Links to worksheets and additional resources



How do I support someone to make decisions?

[Read more](#)



Three important things to remember about being a good decision supporter

[Read more](#)



What is Positive Behaviour Support?

[Read more](#)



What are the decisions in Behaviour Support?

[Read more](#)



Supporting decisions: 1. Who should be in my Behaviour Support team?

[Read more](#)



Supporting decisions: 2. What information should people have about me?

[Read more](#)

# Information for behaviour support practitioners

## Resources:

- The practitioner's role
- Key decisions in PBS – considerations for the person and practitioner
- Practitioner case study
- Practice toolkit, with downloadable resources
- FAQs & problem solving

## How to involve people with disability in behaviour support decision-making

PBS is a comprehensive process with many components. For the practitioner, questions and decisions drive process, and they play a critical role in considering how to involve and engage the person from the outset. The process presents key opportunities to involve people through supporting their decision-making. Facilitating support for decision-making ensures peoples' right to choice and control.



# Information for behaviour support practitioners

## Components of PBS

The process components of PBS are listed below. Each component involves key considerations for the practitioner along with key decisions for the person (i.e., opportunities for additional supported decision-making). The components will be illustrated further as part of the case study below.

### Reflection

Think about the way you will ask the person:

- How will you frame the questions in the person's preferred way to communicate?
- Re-phrase the questions and use plain English e.g., 'What is challenging me?' could be reframed as 'What is hard for me?'

There are useful Easy Read examples in the [Person with Disability](#) resources on this website. For an example, look at the [How can Behaviour Support help me?](#)

### Hint

Use a critical and reflective approach that is person-centred and evidence informed. You can use the worksheets to document a person's involvement in decision-making across PBS process. This will support your accountability towards the co-production of their PBS plan.

Select each item below to find out more.

### Referral/decision for PBS

#### Key decisions for the practitioner

- **What are the presenting issues?**  
Reason for the referral
- **What supports are needed?**  
E.g. behaviour support
- **Who will provide supports?**  
With a focus on matching service with support needs
- **Has the person been supported to make and informed decision about a referral to a Behaviour Support practitioner?**

#### Key decisions for the person

- **What is challenging me?**
- **What needs to change/get better?**
- **What supports will help me?**
- **What information and support do I need to make an informed decision about a referral?**
- **Who will provide this support or help me access it?**

### Pre-assessment (phase 1)

### Pre-assessment (phase 2)

### Prioritise and define challenging behaviours

# Information for service providers

Their role in:

- Preparing for and facilitating SDM in PBS practice
- Identifying and addressing barriers to supported decision-making
- Building capability and supporting staff
- Establishing service expectations and policies for SDM in PBS
- Case study & practice tools



[How to use this resource](#)

[Read more](#)



[The person's right to effective support for decision making](#)

[Read more](#)



[Principles to guide supported decision making in behaviour support](#)

[Read more](#)



[Facilitating supported decision-making in behaviour support](#)

[Read more](#)



[Practice toolkit](#)

[Read more](#)



[FAQs and Problem solving](#)

[Read more](#)

# Information & worksheets for practitioners and service providers

## Facilitating supported decision-making in behaviour support

### PROCESS WORKSHEETS:

#### [Facilitator's: Process Log](#)

Guide and document the processes used to facilitate a person's decision-making.

#### [Facilitator's: Process Checklist](#)

Prompts for behaviour support decision-making process.

#### [Facilitator's: Reflective practice](#)

Reflection prompts for behaviour support decision-making process and outcomes.

### FACT SHEETS:

#### [Participant fact sheets for Behaviour Support](#)

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#### [Participant fact sheets for Behaviour Support](#)

## Service provider tools

### INFORMATION SHEETS:

#### [Summary fact sheet: Service providers as facilitators of decision-making in PBS](#)

Service provider's role and responsibilities.

#### [Support Workers: Where do I find support for good practice](#)

Support workers supporting behaviour support decisions

## Practitioner tools

### INFORMATION AND WORKSHEETS:

#### [Summary fact sheet – Practitioners as facilitators of decision-making in PBS](#)

Practitioner's role and responsibilities

#### [Key decision-making opportunities in PBS](#)

PBS process decisions.

#### [Practitioner's: Process Summary Sheet](#)

Steps in supporting PBS decisions.

#### [Worksheet: The person's decisions in PBS](#)

Record person's involvement in decision-making across PBS process.

# How to use in your day-to-day work

- Encourage everyone to read the material for people with disability
- Look at the entry point most closely relate to your professional role, BUT
- Engage with any of the resources that increase your confidence as a decision-supporter
- Make use of the worksheets



- You can dip in and out of the learning materials
- Make an account so you can track your progress
- Talk with other people about what is useful for them in the website
- Encourage other people to engage with the resources to build their knowledge



# For further information

- The website:

<https://decidingwithsupport.flinders.edu.au/>

- The research team:

[decidingwithsupport@flinders.edu.au](mailto:decidingwithsupport@flinders.edu.au)

