

# The La Trobe Support for Decision Making Practice Framework Learning Resource

## Suggested Responses to Activities





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### **Suggested Citation**

Bigby, C., Douglas, J., & Vassallo, S. (2019). The La Trobe Support for Decision Making Practice Framework. An online learning resource. Retrieved from: [www.supportforddecisionmakingresource.com.au](http://www.supportforddecisionmakingresource.com.au)

### **Acknowledgements**

This online learning resource was led by Professor Christine Bigby and Professor Jacinta Douglas from the Living with Disability Research Centre at La Trobe University. This work was developed through a process of research work and was supported with funding from the New South Wales Department of Family and Community Services (NSW FACS) managed by St Vincent De Paul Society NSW in partnership with the Living with Disability Research Centre.

For a list of full credits click [here](#).

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# How to use this resource

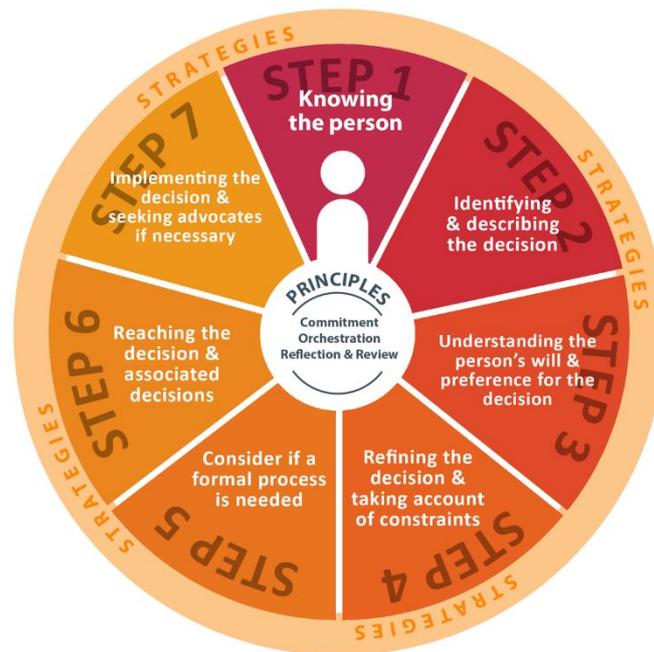
This resource is provided to assist with your learning.

Note that responses provided are some suggested ways of thinking about the questions that are posed. Remember that every situation is unique and takes into account knowledge about the person and the unique context and time within which you are providing support.

You can get in touch with the authors using the online [Contact Form](#).

# Module 2: The La Trobe Support for Decision Making Practice Framework

The Framework is shown in **Figure 1**.



**Figure 1.** The La Trobe Support for Decision Making Practice Framework

## ACTIVITY 1: Who helps you make decisions?

Thinking about yourself, answer the following questions.

1. Who are the people you go to for support when making a significant decision (e.g., changing jobs)?

If my significant decision were to buy a house, for example, I would seek advice from the following people: parents, bank manager, solicitor.

2. What are the main characteristics of these people that make you seek them out?

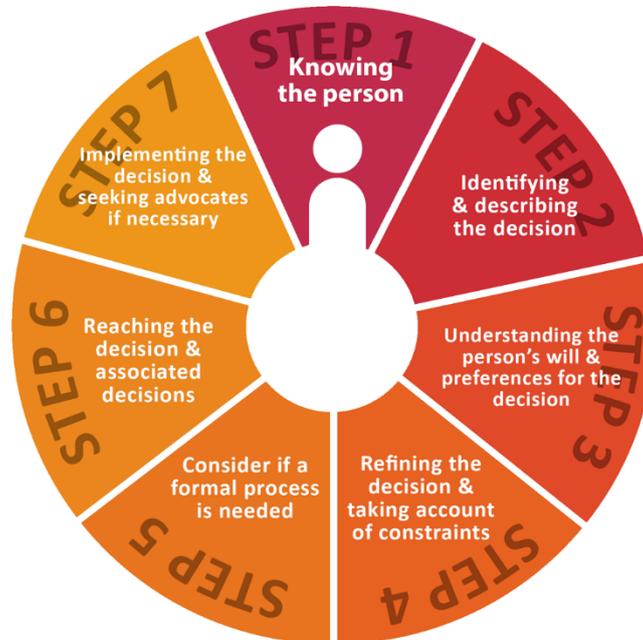
My parents know me well, including my preferences (like living in a quiet location). They have also experience in purchasing property. My bank manager understands my financial situation and can approve a loan. My solicitor has knowledge about the contract of sale.

3. Describe what sort of support you expect from these people when making a decision.

The main advice I would expect from my parents is whether they think the property is in a safe and quiet location, well-built and that it suits me. I'd expect my bank manager to inform me about whether I can afford the property and would be able to pay the loan. I would expect my solicitor to review the contract of sale and advise whether it appears complete or unclear in sections.

## Module 3: The Steps

The 7 Steps in the Framework are shown in **Figure 2**.



**Figure 2.** The 7 Steps in the Framework

### ACTIVITY 2: How do you support someone to make a decision?

Think about someone with a cognitive disability who you support. With this person in mind, answer the following questions.

1. Who are the supporters in this person's network?

- Family members
- Disability support workers from my organisation
- Staff from other service providers
- GP
- Psychiatrist
- Friends from work
- Appointed advocate
- Financial management advisor

2. What are the things you do to support this person with decision making?

- Talk with them
- Identify their goals, wants and needs
- Help them to find information
- Help them to understand the information found
- Explain potential benefits and risks from a decision
- Answer questions the person has when I can

3. What have you found to be challenging about supporting this person to make decisions?

- Balancing their wants and needs
- Being impartial and supporting the person's decision, even though I might feel it isn't the best choice for them
- Coordinating support with family members
- Advocating for the person
- Explaining information about financial constraints to the person

4. What have you found works well in supporting this person to make decisions?

- Knowing them well
- Taking prompt action
- Being proactive
- Clearly identifying the smaller steps in the decision
- Clear communication
- Reminding the person of the overall aim
- Checking in with them regularly to be sure that their decision hasn't changed
- Being patient – providing enough time for support
- Not being judgemental about the person's choice.

5. Which Steps in the Framework (Figure 2) have you used in your own support role?

- Knowing them well (Step 1)
- Identifying the associated decisions (Step 6)
- Working with the person to determine if the decision has constraints and needs amendment (Step 4)

*This is a reflective question, and very much based on your experiences with the person in a given situation. There are no right or wrong answers. You are asked to think about your situation of providing support. The answers here are an example only.*

## Step 1: Knowing the person



**Figure 3** summarises the basic elements that will lead you to knowing a person.



**Figure 3.** Elements to knowing a person

### ACTIVITY 3.1: Josh's Trip to Newcastle

This video shows an example of knowing the person. *Watch the video and then answer the questions.*



Watch the video: **Step 1: Josh's trip to Newcastle** on the Step 1 page of the website to learn more about knowing the person.

Josh is excited about his trip to Newcastle, but then changes his mind about going just as the group is about to leave.

1. Why don't Josh's support workers take him home as he requests?
  - They are keen to understand why Josh has changed his mind because they know Josh was so keen to go on a trip.
  - Sometimes people with cognitive disability are not able to express themselves fully, so it is possible Josh was trying to say something else, but it didn't come out clearly so it is important to check in.
2. Leon phones Pete. What does Leon realise about Josh's preferences from that conversation?
  - That Josh wants to travel, but prefers to travel by train not car.
3. Explain whether you feel that Josh's support workers know him well enough to support his decision making?
  - No, they don't know Josh well enough in this situation.
  - They didn't seem to notice the posters in Josh's room about trains.
  - They knew they were missing some important information about Josh which is why they phoned Pete.

## ACTIVITY 3.2: Sarah's New Boyfriend

This video shows an example of knowing the person. *Watch the video and then answer the questions.*



Watch the video: **Step 1: Sarah's new boyfriend** on the Step 1 page of the website to learn more about knowing the person.

1. What are some of the reasons why Sarah's mother, Lesley, would be unaware of her relationship with Ron?
  - Perhaps Sarah didn't want to tell her mother.
  - Lesley believes that Sarah has never shown any interest in boys.
  - Lesley appears to assume that the relationship is just a bit of silliness and not serious.
  
2. Explain how having assumptions about a person would affect the way you support them to make decisions.
  - Support would likely be provided based on those assumptions of the person. For example, if Sarah's mother believes that Sarah's relationship with Ron is not serious or that Sarah isn't interested in boys, then she would be unlikely to support Sarah in her relationship with Ron.
  
3. Think about someone that you support. Describe how you have got to know them.
  - Spending time with them
  - Having different experiences with them, like going to the movies, shopping.
  - Listening to them
  - Observing them
  - Talking with them about what they like, or what their interests are.
  - Asking about them through others who support them and know them better than I do.

## Step 2: Identifying and describing the decision



Figure 4 summarises the features of a decision.



Figure 4. The Features of a Decision

### ACTIVITY 3.3: Sarah Wants to Spend More Time With Ron

This video shows an example of identifying and describing the decision. *Watch the video and then complete the table.*



Watch the video: **Step 2: Sarah wants to spend more time with Ron** on the Step 2 page of the website to learn more about identifying and describing the decision

Complete the table provided in the workbook to describe the features of Sarah's decision.

Features of a Decision				
Scenario: Sarah wants to spend more time with Ron				
Scope	Who's involved	Influences	Timeframes	Consequences
Being in a relationship will have a great impact on Sarah's life.	Sarah Ron Support Worker House supervisor Sarah's mum	The support worker has limited time to support Sarah seeing Ron.  House supervisor identifies this influence and is attempting to resolve it.	May take time to identify smaller parts of the decision and determine how best to support Sarah and Ron.	A relationship will enable Sarah to have new experiences, meet new people with someone she cares about.

## ACTIVITY 3.4: Painting Josh’s Room

This video shows an example of identifying and describing the decision. *Watch the video and then answer the questions.*



Watch the video: **Step 2: Painting Josh’s room** on the Step 2 page of the website to learn more about identifying and describing the decision

1. Complete the table provided in the workbook to describe the features of Josh’s decision.

Features of a Decision				
Scenario: Painting Josh’s room				
Scope	Who’s involved	Influences	Timeframes	Consequences
We spend a significant amount of time in a bedroom. The outcome of this decision will have a great impact on Josh.	Josh Landlord Support workers Painter	House rules: need to get approval  Cost of painting – Josh may need to cut back on other things.	May take time to identify smaller parts of the decision, and seek advice about the procedure.	Josh will likely be more comfortable in his own space in a colour that he wants.

2. What does Josh’s support worker know about him that is important to supporting his decision? Explain.

Josh’s support worker knows that he is good at saving money. He suggests that perhaps he could pay for his paint himself, so that it isn’t a cost to the house. Josh’s support worker has thus identified a constraint and is thinking of ways around it to support the decision.

## Step 3: Understanding the person's will and preferences for the decision



### ACTIVITY 3.5: Carol Asked about Joining Yoga Class

This video shows an example of understanding the person's will and preferences for the decision. *Watch the video and then answer the questions.*



Watch the video: **Step 3: Carol asked about joining yoga class** on the Step 3 page of the website to learn more about understanding a person's preferences.

1. What are the different strategies that Carol's parents use to determine whether she would like to try yoga classes?
  - Repeating information and communicating slowly.
  - Asking some of Carol's friends to join her in the first yoga session.
  - Reminding her that she wasn't sure about swimming at first, but then she liked it.
2. When providing support for decision making, why would it be important to create opportunities for people with cognitive disabilities to have different experiences?
  - People with cognitive disabilities will likely have had limited opportunities to experience new things, so they can be unsure about what they like or do not like.
3. Would you say that Carol's parents know her? Explain your observation.
  - Yes, they have introduced swimming and dance to Carol in the past, which she seems to enjoy, so they appear to have a good understanding of her preferences.

## ACTIVITY 3.6: Jerry's Trip to Bali

This video shows an example of understanding the person's will and preferences for the decision. *Watch the video and then answer the questions.*



Watch the video: **Step 3: Jerry's trip to Bali** on the Step 3 page of the website to learn more about understanding a person's preferences

1. Penny is Jerry's support worker. What are her reasons for organising Jerry's trip to Bali?
  - 'They' [the staff] thought that it would be good for Jerry to have a holiday.
  - It would have a positive effect on his behaviour.
  - Jerry has money saved.
  - Other clients have enjoyed the Bali resort.
  - They thought it was the perfect fit.
  
2. Explain whether Jerry's preferences were taken into account in organising his trip to Bali?
  - No. The trip wasn't discussed with Jerry.
  - Jerry doesn't seem to like hot weather.
  - Jerry doesn't know where Bali is.
  - Jerry didn't tell Penny that he wanted to go to Bali, but the trip has been booked.
  
3. What approaches can Penny use in future to support Jerry to make decisions about where he would like to holiday?
  - Talk with Jerry about what he would like.
  - Do some research about possible holiday places.
  - Show Jerry the options available to him – e.g., use brochures or a website.
  - Make sure it is within his budget, and assumptions aren't made about how Jerry wants to use his money.

## Step 4: Refining the Decision and Taking Account of Constraints



### ACTIVITY 3.7: Josh wants an iPhone

*Watch the video and then answer the questions.*



Watch the video: **Step 4: Josh wants an iPhone** on the Step 4 page of the website to learn more about refining the decision and taking account of constraints.

1. Describe the constraints surrounding Josh's decision to have an iPhone.
  - Cost: Josh doesn't seem to have the budget for the iPhone
  - Timeframe: Josh wants one now
2. How does Josh's support worker manage the constraints surrounding the decision while supporting Josh's preferences?
  - He explains the costs involved with an iPhone.
  - He seeks to understand why Josh wants an iPhone, what he likes about it.
  - Josh wants to play a type of football game on the phone.
  - He suggests an alternative phone that addresses the constraints.
3. Was a suitable outcome achieved for Josh? Explain.
  - Yes, suitable outcome achieved.
  - His support worker suggests an alternative phone (Android) that addresses the constraints of cost (saving \$200), and Josh is able to play the football game that he wants (like his friend Patrick has).

## ACTIVITY 3.8: Thinking Creatively to Refine Decisions

Think about one person that you support to make decisions. Recall a decision that required you to think creatively to refine it while still supporting the person's preferences to make it happen.

Complete the table to document your experiences.

*Note: Josh painting his room (from the Activity in Step 2) is provided as an example for you:*

<b>Example Scenario: Painting Josh's room</b>			
<b>What was the decision?</b>	<b>What were the constraints?</b>	<b>How were the constraints managed?</b>	<b>What was the outcome for the person?</b>
<i>-To paint Josh's room black</i>	<i>- <b>Negative supporter attitude:</b> one support worker explains it is expensive to change all the room colours, and so keeping the rooms the same blue colour is fairer for everyone. - <b>Money:</b> paint and painters are expensive - <b>House policies and procedure:</b> rooms need to look the same</i>	<i>-Josh's brother <b>talked</b> through the decision with him and made some suggestions. -<b>Josh agreed to pay</b> for the cost of the paint, and he understands that this may mean he misses one of his outings this week. -<b>Discussion to be had</b> with house owners to be granted permission to paint his room black.</i>	<i>- Josh's room was painted black - The constraints of the decision were addressed.</i>
<b>Write your scenario here:</b>			
<b>What was the decision?</b>	<b>What were the constraints?</b>	<b>How were the constraints managed?</b>	<b>What was the outcome for the person?</b>

*An example has been provided for you.*

## Step 5: Consider if a Formal Process is Needed



### ACTIVITY 3.9: Jerry's diet

This video shows a situation where a formal process might be needed to manage conflict associated with the decision.

*Watch the video "Jerry's diet" and then answer the questions.*



*Watch the video: **Step 5: Jerry's diet** on the Step 5 page of the website to learn more about resolving conflict*

1. What type of decision has been made?
  - Substitute decision
2. How does Jerry's support worker justify the decision?
  - The advice has come from a registered medical practitioner.
  - The change in Jerry's diet has been recommended by a dietician.
  - Jerry has been getting some great results.
  - She assumes that Jerry knows this diet is good for him.
3. Describe the conflict that exists in this scenario.
  - That the support worker intends to follow the strict diet plan for Jerry, while Jerry's dad is seeking flexibility in his food choices.
4. What might be a good way forward from here to both support Jerry's diet and address his apparent behavioural changes?
  - A formal process can be considered. There are different laws about Guardianship and Administration in each state.

## ACTIVITY 3.10: Tom's Business Idea

This video shows a situation where a formal process might be needed to manage conflict associated with the decision.

Watch the video "Tom's Business Idea" and then answer the questions.



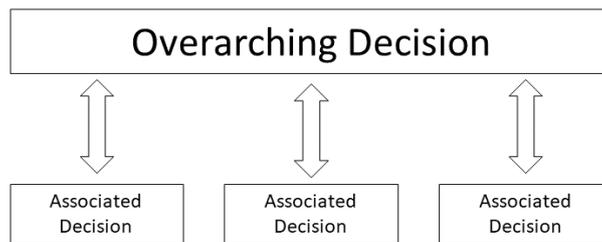
Watch the video: **Step 5: Tom's Business Idea** on the Step 5 page of the website to learn more about resolving conflict

1. What does Tom want to do?
  - Tom wants to be a key investor in his friend's (Shane's) new restaurant.
2. What type of decision has been made by Tom's father?
  - Substitute decision. He has made the decision for Tom, rather than sharing it with him.
3. Describe the conflict that you see in this situation.
  - Tom's father says that the idea is ridiculous and that Tom is not capable of making a decision like this.
  - Tom wants to invest in the restaurant.
4. Explain how Tom's dad could have better supported his son's decision?
  - He could have asked questions about the restaurant/business venture to understand the situation. For example: how much money is being requested and asked to see a business plan. He could have supported Tom to consider the decision further and not make assumptions that Tom was not capable of making such a decision himself.

## Step 6: Reaching the Decision and Associated Decisions

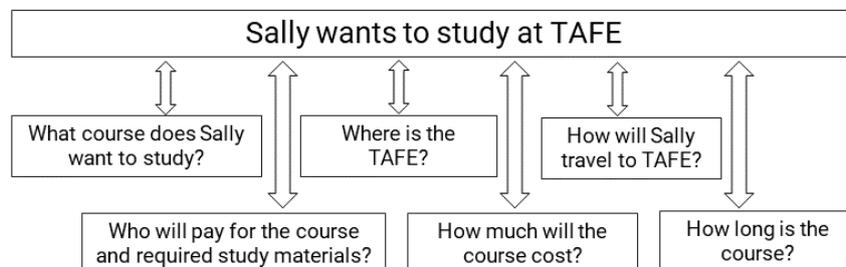


In order for the main or overarching decision to be reached, it may need to be broken down to its smaller associated decisions. This is shown as a picture in **Figure 5**.



**Figure 5.** The overarching decision and its associated decisions

**Figure 6** shows some associated decisions Sally may need to consider so that her overarching decision can be reached.



**Figure 6.** Some of Sally's associated decisions

## ACTIVITY 3.11: Dan's Trek Idea

Watch the video "Dan's trek idea" and then answer the questions.



Watch the video: **Step 6: Dan's Trek Idea** on the Step 6 page of the website to learn more about decisions and associated decisions

1. What does Dan want to do?
  - Go on a trek.
2. What are the associated decisions that you would need to consider in Dan's scenario?
  - Which trek does Dan want to go on?
  - How long is the trek?
  - Is Dan physically fit for a trek?
  - When does Dan want to go?
  - Does Dan want to go alone or with someone?
  - Are there costs involved?
3. Owen is Dan's support worker. Considering the strategy he uses, explain whether you think he keeps his judgement of Dan's decision to himself.
  - Dan's support worker seems to want to change his decision. He suggests Dan could go to the beach instead. The support worker seems to override Dan's decision at first, then suggests that they could talk it over with Tony to get another perspective.
4. Use the Decision Recording Template to record Dan's decision.

*This is inserted on the next page, page 18.*



## Decision recording template

Use this template to help you record an in-house/informal decision

Things to identify	Answer
Who is making this decision?	<b>The decision maker is:</b> Dan
What is the decision being made?	<b>The overarching decision is:</b> Dan wants to go on a trek
What smaller decisions will contribute to reaching the overarching decision?	<b>Associated decisions are:</b> <ul style="list-style-type: none"><li>• Which trek does Dan want to go on?</li><li>• How long is the trek?</li><li>• Is Dan physically fit for a trek?</li><li>• When does Dan want to go?</li><li>• Does Dan want to go alone or with someone?</li><li>• Are there costs involved?</li></ul>
Why is the decision being made?	Dan's brother has been on a trek recently, and sent Dan's interest to go on one too.
Who needs to know about this decision?	<b>The people affected by this decision are:</b> Dan, support workers, trek organisers, physiotherapist, medical practitioner
When does the decision need to be finalised?	<b>The timeframe for the decision is:</b> Dan would like to pursue this soon. Suggest finalise the decision within the next few weeks.
<b>Date recorded: 24<sup>th</sup> October 2019</b>	
<b>Recorded by: Support Worker, Owen Smith</b>	

## ACTIVITY 3.12: Identifying Associated Decisions

In the table provided, record as many associated decisions that you can think of which will enable the overarching decision to be reached.

An example has been provided for you.

<b>Overarching decision</b>	<b>Associated Decisions</b>
<i>Lucinda wants to move out of home</i>	<i>Which suburb does Lucinda want to move to?            What type of home – unit, house, apartment?            Will Lucinda live alone?            Does Lucinda want a garden?            Will it need to be in a quiet area?            Does her new home need to be near public transport, restaurants, shops, family, friends?            How much money does Lucinda have to spend?</i>
Eric wants to have a party for his birthday	<i>Where will the party be held?            How many people does Eric want to have invited?            When will the party be held?            Do the guests have dietary requirements?            Will it be a lunch or dinner?            What type of cake does Eric want?</i>
Now that bowling has finished, Shayne has 4 hours of support on one night per week. He has decided that he would like to do another activity.	<i>What activities would Shayne like to try?            Would he like to take the 4 hours on one night, or split the hours across a couple of nights?            Would he like to learn a new skill?            Would he like to do something alone or with a friend?            Does he have money to spend on a particular activity?            What night of the week is it?</i>
Edward decides that for 2 days a week he wants to change his day service provider from a day centre to an individual service provider.	<i>What choices are there for Edward?            How will he get there?            What activities are available for Edward with a new service provider?            What days of the week is the service provider available?</i>
Jane wants to buy presents for her family for Christmas.	<i>How much money does Jane have?            Who is she buying for?            How many presents does she need to buy?            What do these people like?            Will Jane deliver the presents herself, or will they be sent by post?            When does Jane need to make her purchases by?            Who will wrap the gifts?</i>

*Note: this list is not exhaustive and you may have other suggestions.*

## Step 7: Implementing the decision and seeking advocates if necessary



### ACTIVITY 3.13: Carol Missing Out on Yoga

Watch the video “Carol missing out on yoga” and then answer the questions.

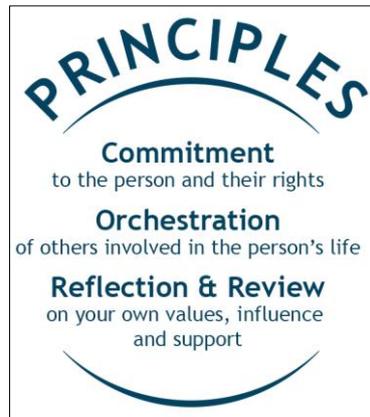


Watch the video: **Step 7: Carol missing out on Yoga** on the Step 7 page of the website to learn more implementing the decision

1. Alice, Carol’s support worker, explains that Carol has been missing yoga classes. What is Carol’s explanation for this?
  - Carol stops by Safeway (shops) because she is hungry and has been missing the pick up time
2. Carol’s mum takes the lead in implementing the decision for Carol to continue with yoga. What approaches does she suggest to Carol so that she can make it to yoga on time?
  - She asks whether Carol still wants to go to yoga
  - Suggests that Carol come home directly after work for the pick up
  - She asks how much money she needs for yoga (\$15), and suggests that she take \$30 and have a burger or something else to eat when she gets to yoga.
3. What would you say was effective about the way Carol’s mum proceeds to support Carol in this situation so as to ensure the decision is acted upon?
  - She proceeds to suggest that they agree on some things so that she can still make it to yoga.
  - She seeks to understand the reason Carol is missing yoga.
  - She breaks the situation down so that Carol can understand it.
  - It is a shared discussion and done in a very supportive way.
4. In the end, Alice asks Carol if she likes going to yoga. Why is this check-in important to do?
  - Yoga is a new activity that Carol is trying. Also, it is important to check that Carol isn’t missing yoga because she does not enjoy it. If that is the case, then an alternate activity can be found.

# Module 4: The Principles of Decision Making Support

The Principles are shown in **Figure 7**.



**Figure 7.** The Principles

## ACTIVITY 4.1: Sarah & Mum on Holiday

This video shows an example of commitment.

Watch the video "Sarah and Mum on holiday" and then answer the questions.



Watch the video: **Sarah & Mum on Holiday** on the Module 4: Principles page of the website to learn more about commitment

1. In what ways does Sarah's mum demonstrate her commitment to Sarah's relationship with Ron?
  - Purchases 2 postcards, so that they can send one to Ron
  - She writes the postcard using Sarah's words
2. What are some of the benefits to the person when supporters maintain positive expectations throughout the decision making process?
  - That the supporter's own personal views are less likely to undermine the person's decision
  - That an unconditional positive regard for the person is maintained
  - That the person's rights are supported
3. Think of a person you support. What are some ways you demonstrate your commitment to them during the decision making process?
  - Listen non-judgementally
  - Try to be open-minded about the decision
  - Ask more questions if I need to gain an understanding of what they want
  - Think about ways to support the person's decision, while managing any possible constraints (e.g., money)

## ACTIVITY 4.2: Mum involves Tess

This video shows an example of orchestration.

Watch the video “Mum involves Tess” and then answer the questions.



Watch the video: **Mum involves Tess** on the Module 4: Principles page of the website to learn more about orchestration.

1. Sarah’s mum makes a number of suggestions to Tess about how she can help in Sarah’s decision. What are these?
  - Giving advice about relationships
  - Supporting her to build a relationship with Ron
2. How does Sarah’s mum respond to Tess’ concern about Sarah making the ‘wrong’ decision?
  - That it is life and that everyone makes mistakes
  - She encourages Tess to think about Sarah needing to make decisions, dealing with the consequences of those and starting over if she needs to.
3. What is the one thing that Tess is asked to do now to support Sarah’s decision?
  - Assistance with transport: giving Sarah a lift to Ron’s tomorrow night for a dinner date.
4. As a supporter, and with the knowledge you have gained from this resource so far, do you think there are ‘wrong’ decisions? Explain.
  - The guidance provided in this resource, and having the Framework to follow, enables supporters to consider their decisions carefully.
  - If supporters make the most informed decision they can at the time, then I think there are no ‘wrong’ decisions.
  - Decisions may not come out the way we would like them to, but they are the person’s decision.
  - Consequences of the decision should be considered in advance, but sometimes not everything can be foreseen. It is important to learn from those consequences and apply them in the next decision making process. This is why reflection and review is an important principle also.

## ACTIVITY 4.3: Carol's Mum Chats with a Friend

This video shows an example of reflection and review.

Watch the video "Carol's mum chats with a friend" and then answer the questions.



Watch the video: Carol's mum chats with a friend on the Module 4: Principles page of the website to learn more about the principle of reflection and review

1. Jen is Carol's mum. She raises some worries about Carol with her friend, Mary. What are Jen's concerns?
  - She is finding it hard to let go.
  - She is having trouble communicating with Carol at the moment.
  - She wants Carol to get out and about more, and keep engaging and being active.
2. Do you think that Jen has put aside her own preferences in supporting Carol?
  - No, she is expressing her own wants for Carol.
3. Explain how Mary helps Jen reflect and review.
  - Mary asks questions of Jen, to encourage her to see things from other views.
    - *Does she worry about her other children as much as she does Carol?*
    - *Maybe Carol wants some time out, rather than being active all the time.*
  - Mary suggests that what Carol and her mum want could be different.

# Module 5: Strategies for Practice

## ACTIVITY 5.1: Communication techniques

This video shows an example of attention to communication. *Watch the video then answer the questions.*



Watch the video **Communication techniques** on the Module 5 page of the website to learn more about communication strategies

1. What are the different types of communication techniques shown in this video?

- Basic language
- Pictures
- Electronic devices which speak
- Photos
- Yes/No buttons
- Facial expressions

2. What different types of communication strategies does the supporter use?

- Pointing
- Checking back for understanding
- Taking time
- Touch

3. Think about someone you support to make decisions. What types of strategies do you use with them to assist with communication?

- Speaking slowly
- Pointing to things
- Looking at their facial expressions to see if they are enjoying something or not

## ACTIVITY 5.2: Dan's Trek Discussion

This video shows an example of how the person can be educated about the consequences and practicalities of the decision.

Watch the video "Dan's trek discussion" and then answer the questions.



Watch the video: **Dan's trek discussion** on the Module 5 page of the website to learn more about strategies in decision making support.

1. What does Dan want to do?
  - Go on a wilderness trek
2. Dan's support worker, Owen, highlights some concerns about his decision. What are these?
  - Physical concerns: fatigue, balance, being fit enough
3. Owen suggests that Dan goes to the beach instead. How does Dan respond?
  - That he wants to try something new for a change. That he's gone to the beach all of his life.
4. Dan's brother, Tony, works through the decision with him. What approaches does Dan use to explain the consequences and practicalities of the decision?
  - Suggests he start off with something shorter (a short trek), closer to home
  - Then work up from the short trek to something longer
  - He asks Dan if this approach could work
  - Owen then suggests that Phil could also come along to try it out as well.
5. Would you say that Tony 'knows' Dan? Explain.
  - Yes, he knows that Dan is a fitness fanatic, and was an 'adrenaline junkie' before the accident.

## ACTIVITY 5.3: Carol Orders Coffee

This video shows an example of listening and engaging to ensure all options are considered.

Watch the video “Carol orders coffee” and then answer the questions.



Watch the video: **Carol orders coffee** on the Module 5 page of the website to learn more about strategies

1. Explain whether Carol’s mum is supporting her to make a decision?
  - No, she dismisses Carol’s request for coffee, opting for her usual drink ‘strawberry juice’. She says Carol has never had coffee before. Carol is not encouraged to try something different in this example.
2. Do you think that Carol’s mum is listening to Carol’s preferences?
  - No, she is assuming she knows what Carol wants. She is not listening to Carol.
3. What decision making type is this?
  - Substitute – Carol is being overridden here by her mother’s decision.
4. How is Carol communicating her response for the decision being made?
  - Body language: waves hand, avoids eye contact, makes a sound which makes her seem frustrated and annoyed.
5. What strategies could Carol’s mum have adopted to improve her listening and engaging approach?
  - Being attentive to Carol’s request, as opposed to dismissive.
  - Taking the time to listen to Carol, and enable her to try coffee.

## ACTIVITY 5.4: Carol orders coffee, again

This video shows an example of creating opportunities.

Watch the video “Carol orders coffee, again” and then answer the questions.



Watch the video: **Carol orders coffee, again** on the Module 5 page of the website to learn more about strategies

1. What is “good” about the support provided in this scenario?
  - Carol’s mum is listening, and does not override Carol’s decision
  - She is withholding judgement
  - She is also positive in her demeanour – smiling and encouraging
  - There is no rush and Carol is taking the time she needs
2. Can you see how Carol is provided with greater autonomy? Explain.
  - Yes, compared with the previous example where Carol was overridden in her choice, in this scene her mother is quietly supportive. There, but in the background in a way, while Carol takes the lead.
3. What do you notice about the way Carol is communicating in this scene?
  - Her body language is much improved: smiling, making eye contact, engaged in the discussion
  - She is confident in speaking and asking for what she wants.
4. Do you think Carol’s options have been tested here?
  - It’s a good example of support.
  - If Carol’s options were to be tested, her mother might have encouraged her to try something different – e.g., “would you like to try the banana milkshake today? You haven’t had that before and you might like it?”
5. Think of someone you support. In what way/s have you created distance to provide greater autonomy for them?
  - This is a reflective question, but responses could include things like:
    - Suggesting that they pay for the items at the grocery store
    - Encouraging the person to take someone else with them to the movies this time

## ACTIVITY 5.5: Tom’s business opportunity

This video shows an example of creating opportunities.

Watch the video “Tom’s Business Opportunity” and then complete the table.



Watch the video: **Tom’s business opportunity** on the Module 5 page of the website to learn more about strategies in decision making support.

Complete the table below to describe the ways in which Tom’s dad has gone about creating opportunities for him. The first row has been completed for you.

Creating Opportunities	How this is demonstrated
<i>Nurturing the seeds of ideas</i>	<i>Tom’s dad offers to organise an appointment for him with a financial advisor</i>
<i>Providing a sounding board</i>	<i>Tom’s dad listens, but doesn’t interfere with Tom speaking. He is engaged, attentive, withholds judgement.</i>
<i>Using active reframing to invite participation</i>	<i>Tom’s dad is careful to see what Tom thinks about his suggestions. For example, he says, “How does that sound?” “What can we do?”</i>
<i>Creating distance to create greater autonomy</i>	<i>Tom’s dad suggests he can see a financial planner, and that he can make the appointment if Tom would like that.</i>
<i>Acknowledging low expectations and building confidence</i>	<i>Tom’s dad expresses that he is glad that Tom is thinking about his financial future, that he wouldn’t want Tom to rush into anything, but reassures him that he and Tom’s mother are there to support him.</i>
<i>Bringing in others to trial a situation</i>	<i>Tom’s dad suggests that he and Tom’s mother can attend the appointment at the financial planner if Tom would like.</i>
<i>Testing options</i>	<i>Tom is encouraged to follow his choice through, by seeking advice on the business plan through a financial planner.</i>

## Module 6: Bringing it all together

An example of a completed Support for Decision Making Checklist recorded for Tanya's decision to go on date is provided in the Resources section. Select [here](#) to be taken to it.

*Note that this type of Checklist has responses provided as suggestions only and variation is acceptable.*