

The La Trobe Support for Decision Making Practice Framework Learning Resource

Activity Booklet





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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.

Complete the questions in the boxes provided. You can compare your responses against the suggested responses in the [Resources](#) section.

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)?

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

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

Module 3: The Steps

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

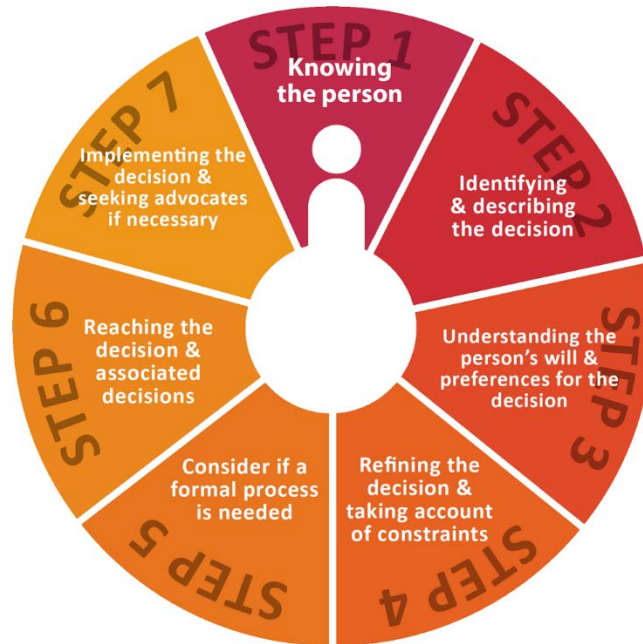


Figure 2. The 7 Steps in the Framework

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?

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

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

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

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

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?

2. Leon phones Pete. What does Leon realise about Josh's preferences from that conversation?

3. Explain whether you feel that Josh's support workers know him well enough to support his decision making?

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?

2. Explain how having assumptions about a person would affect the way you support them to make decisions.

3. Think about someone that you support. Describe how you have got to know them.

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

1. 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

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

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

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?

2. When providing support for decision making, why would it be important to create opportunities for people with cognitive disabilities to have different experiences?

3. Would you say that Carol's parents know her? Explain your observation.

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?

2. Explain whether Jerry's preferences were taken into account in organising his trip to Bali?

3. What approaches can Penny use in future to support Jerry to make decisions about where he would like to holiday?

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.

2. How does Josh's support worker manage the constraints surrounding the decision while supporting Josh's preferences?

3. Was a suitable outcome achieved for Josh? Explain.

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:

Example Scenario: Painting Josh’s room			
What was the decision?	What were the constraints?	How were the constraints managed?	What was the outcome for the person?
<i>-To paint Josh’s room black</i>	<i>- Negative supporter attitude: 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. - Money: paint and painters are expensive - House policies and procedure: rooms need to look the same</i>	<i>-Josh’s brother talked through the decision with him and made some suggestions. -Josh agreed to pay for the cost of the paint, and he understands that this may mean he misses one of his outings this week. -Discussion to be had 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>
Write your scenario here:			
What was the decision?	What were the constraints?	How were the constraints managed?	What was the outcome for the person?

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?

2. How does Jerry's support worker justify the decision?

3. Describe the conflict that exists in this scenario.

4. What might be a good way forward from here to both support Jerry's diet and address his apparent behavioural changes?

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?

2. What type of decision has been made by Tom's father?

3. Describe the conflict that you see in this situation.

4. Explain how Tom's dad could have better supported his son's decision?

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**.

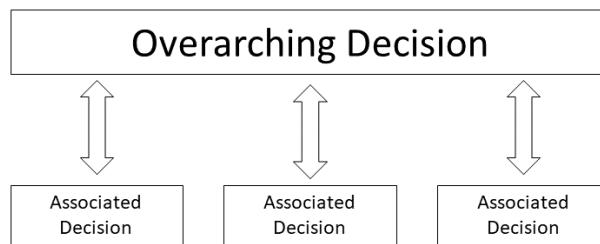


Figure 5. The overarching decision and its associated decisions

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

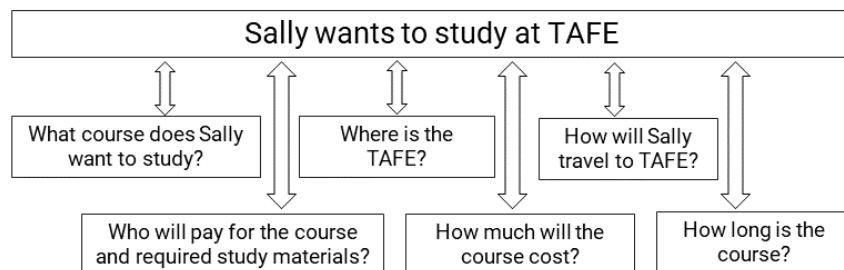


Figure 6. Some of Sally's associated decisions

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?

2. What are the associated decisions that you would need to consider in Dan's scenario?

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.

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?	<i>The decision maker is:</i>
What is the decision being made?	<i>The overarching decision is:</i>
What smaller decisions will contribute to reaching the overarching decision?	<i>Associated decisions are:</i>
Why is the decision being made?	
Who needs to know about this decision?	<i>The people affected by this decision are:</i>
When does the decision need to be finalised?	<i>The timeframe for the decision is:</i>
Date recorded: 24th October 2019	
Recorded by: Support Worker, Owen Smith	

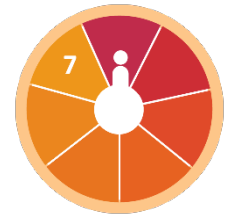
ACTIVITY 3.12: Identifying Associated Decisions

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.

Overarching decision	Associated Decisions
<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	
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.	
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.	
Jane wants to buy presents for her family for Christmas.	

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?

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?

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?

4. In the end, Alice asks Carol if she likes going to yoga. Why is this check-in important to do?

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?

2. What are some of the benefits to the person when supporters maintain positive expectations throughout the decision making process?

3. Think of a person you support. What are some ways you demonstrate your commitment to them during the decision making process?

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?

2. How does Sarah’s mum respond to Tess’ concern about Sarah making the ‘wrong’ decision?

3. What is the one thing that Tess is asked to do now to support Sarah’s decision?

4. As a supporter, and with the knowledge you have gained from this resource so far, do you think there are ‘wrong’ decisions? Explain.

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?

2. Do you think that Jen has put aside her own preferences in supporting Carol?

3. Explain how Mary helps Jen reflect and review.

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?

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

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

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?

2. Dan's support worker, Owen, highlights some concerns about his decision. What are these?

3. Owen suggests that Dan goes to the beach instead. How does Dan respond?

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?

5. Would you say that Tony 'knows' Dan? Explain.

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?

2. Do you think that Carol’s mum is listening to Carol’s preferences?

3. What decision making type is this?

4. How is Carol communicating her response for the decision being made?

5. What strategies could Carol’s mum have adopted to improve her listening and engaging approach?

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?

2. Can you see how Carol is provided with greater autonomy? Explain.

3. What do you notice about the way Carol is communicating in this scene?


4. Do you think Carol’s options have been tested here?

5. Think of someone you support. In what way/s have you created distance to provide greater autonomy for them?

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>Using active reframing to invite participation</i>	
<i>Creating distance to create greater autonomy</i>	
<i>Acknowledging low expectations and building confidence</i>	
<i>Bringing in others to trial a situation</i>	
<i>Testing options</i>	

Module 6: Bringing it all together

A blank Support for Decision Making Checklist is provided in the Resources section. Select [here](#) to be taken to it.