



Maximising outcomes

Learning Materials





Learning Outcomes

Through using these learning materials, you and your team should achieve the following outcomes.

1

Understanding that outcomes based commissioning enables greater creativity in support planning

2

Recognising that outcomes based commissioning will lead to better outcomes for older people than time and task based commissioning.



Instructions

**Divide the group into two smaller groups of equal numbers.
Give each group 1 hour to complete the tasks below.**

You will need:

- Denise's character (page 3 & 4)
- Sorting important to / for tool (page 5)
- Maximising outcomes questions (page 6 & 7)

Group 1

1. Read Denise's character
2. Spend 30 minutes sorting what is important to and for Denise using the 'sorting important to / for' tool on page 5
3. Allocate roles – 1 x Denise, 1 x Single point of access worker from Turning Point, 1 x Social Worker, (1 x commissioner)
4. Spend 30 minutes planning support with / for Denise using only existing services and supports commissioned by social work
5. Answer the 'group 1 maximising outcomes' questions on page 6

Group 2

1. Read Denise's character
2. Spend 30 minutes sorting what is important to and for Denise using the 'sorting important to / for' tool on page 5
3. Allocate roles – 1 x Denise, 1 x Single point of access worker from Turning Point, 1 x Social Worker, (1 x commissioner)
4. Spend 30 minutes planning support with / for Denise using an annual budget of £6,000. How would you plan with Denise to spend it?
5. Answer the 'group 2 maximising outcomes' questions on page 7
6. After 1 hour, bring the two groups back together.
7. Spend 30 minutes discussing each of their approaches, differences in how they designed the support and reflecting on the barriers and opportunities they saw in each.

3 Maximising Outcomes: Learning Materials



Age: 24

Where do they live in Aberdeenshire?

New Deer

Who do they live with?

Mother, step father, half sister

Who are their family and friends?

Mum - Rona, Stepdad - Sean, half sister - Louise (19), friend - Karyn (24), friend - Lisa (19), boyfriend - Daz (29)

What is important to them?

Boyfriend and family despite difficult and at times volatile relationships, wants to learn to settle down with Daz, have a family - loves children and spends a lot of time looking after cousins and cousins children.

What are their skills and talents?

Good with children, friendly and helpful, caring and loyal, sings beautifully

What is their history of substance misuse?

Began drinking in early teens, initially weekend bingeing. Stopped attending school & drinking became a feature most days spending time with younger children, often providing them alcohol so she would have company to drink with. No friends own age apart from Karyn. Several hospital admissions due to alcohol. Thrown out at 16 and accommodated out of the area. Drinking stopped - slowly beginning again on weekend visits home. Moved home at 18 to 'help' with younger sister. Drinking soon escalated to the point she was consuming between 1 and 2 litres of spirits mosts days.

What are they thinking?

I'm worthless, there's more to life than this

Where are they on their recovery journey?

Reduced daily intake with weekend binges at

times. Has good spells with no drink for up to 3 days at a time.

Describe their recovery journey so far?

Frustrated, negative influences (Daz, Mum's behaviour) come and go, coping mechanisms fluctuate in relation to this

What would they do during the day now?

Part time in local shop - varying hours, looks after cousins / cousins lads

What would they like to do during the day?

Would like to do paid work with kids

What else is important to know about them?

Mild learning disability, very vulnerable

What is their experience (if any) of drug and alcohol services and their beliefs about recovery?

Various attempts to engage with differing results. Belives that she can do this but is scared and doesn't know any other way, there will never be enough support, worries she is just like her Mum so there's no point

Fast forward one year-

Where are they on their recovery journey?

Has reduced drinking and generally copes without alcohol for prolonged periods, remains vulnerable to relapse caused by negative influences but this happens less frequently

What recovery outcomes do they focus on?

Housing and independent living - was able to acknowledge that living situation was not the best environment, occupying time and fulfilling goals, mental and emotional well-being

How has self-directed support helped them meet their recovery outcomes?

Support to access and establish self in own accommodation - support worker short term to help her establish routines, bus pass to enable Denise to access local singing group and meet new people - new relationships and networks.

Sorting important to for

'Sorting important to/for' is a tool developed by Helen Sanderson Associates

www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/sorting-important-tofor/

'What is important to a person includes only what people say with their words or behaviour. What is important for people includes those things that we need to keep in mind for people in areas of health and safety and what others see as important for a person to be a valued member of the community. Using important to and for maximises the positive control a person has over her / his life.'

Benefits for the person

- Helps people get more of what is important to them without ignoring important for
- Identifies what still needs to be learned
- Helps people make critical decisions only when the relevant information is present
- Helps people be listened to rather than others trying to 'fix' the person

Benefits for staff and the organisation

- Teaches critical thinking
- Reinforces 'think before you act'
- Helps people feel listened to
- Supports an active learning culture

Important to

Important for



Maximising outcomes - Group 1

1. What are the outcomes agreed with Denise?

2. How are you going to use existing services and supports to meet these outcomes?

3. How is the social worker going to monitor the outcomes are met?

4. How is the commissioner going to demonstrate good use of public money?



Maximising outcomes - Group 2

1. What are the outcomes agreed with Denise?

2. How are you going to use the budget to meet these outcomes?

3. How is Denise's budget going to be managed?
(who's going to hold the money and how is it going to be paid?)

4. How is the social worker going to monitor the outcomes are met?

5. How is the commissioner going to demonstrate good use of public money?