

What a

S T R E N G T H S - B A S E D

approach means in practice

Presented by: **Carol Baxter Strengths Based Coach**

London Borough of Barnet

Ever felt like you should be like this?



What does Christine's Say?



Enabling people to achieve the outcomes that matter to them is core to person centred adult social care and the promotion of wellbeing, independence and quality of life.

The introduction of the Care Act in 2014 put a focus on outcomes on a statutory footing for the first time by requiring local authorities to identify social care needs and the desired outcomes associated with these, not only for individuals but for groups of people and the population as a whole. It placed a duty on local authorities to balance choice, control and personal preference with delivering value for money.

www.ripfa.org.uk

Session Objectives....

- What is meant by Strengths Based Practice
- The role of co-production, community and care technology
- How to use the strengths-based model in your practice

Strengths Based / Asset Approach

The asset approach: a glass half-full

“We can’t do well serving communities... if we believe that we, the givers, are the only ones that are half-full, and that everybody we’re serving is half-empty... there are assets and gifts out there in communities, and our job as good servants and as good leaders... [is] having the ability to recognise those gifts in others, and help them put those gifts into action.”



First Lady Michelle Obama
www.abcdinstitute.org/faculty/obama



What Does The Care Act Say

- The local authority must also consider what - other than the provision of care and support - might help the person in meeting outcomes they want to achieve: a strengths-based approach
- This strengths-based approach recognises personal, family and community resources or 'assets' that individuals can make use of:
 - Consider the persons own strengths and capabilities
 - Support from network or within the community
 - Co-production of services
 - Individuals gifts and strengths in a community setting
 - Cultural & spiritual networks to support meeting needs and building strengths



Care Act
2014

Wellbeing & Strengths Based Approach

Care act requires local authorities to:

“take into account the persons own capabilities, and the potential for improving their skills as well as the role of any support from family, friends or others that could to achieve what they wish for from day-to-day life.”



What is Strengths-Based Practice?

The phrases '*strengths-based approach*' and '*asset-based approach*' are often used interchangeably.

The term 'strength' refers to different elements that help or enable the individual to deal with challenges in life in general and in meeting their needs and achieving their desired outcomes in particular.

These elements include:



Personal resources, abilities, skills, knowledge, potential, etc...



Social network and its resources, abilities, skills, etc...



Community resources, also known as '*social capital*' and/or '*universal resources*'.

Strengths Based Practice

- ❖ **Goal Orientation:** increase the extent to which people themselves set the goals that they would like to achieve in their lives
- ❖ **Strengths Assessment:** support individuals to recognise the resources at their disposal which they can use to counteract any difficulty or condition and achieve their goals
- ❖ **Resources from the Environment:** enable links to individuals, associations, groups and institutions in the environment who have something to give in alignment with an individual's goal attainment
- ❖ **Hope-inducing:** increase the hopefulness of the client, realised through strengthened relationships with people, communities and culture.
- ❖ **Meaningful Choice:** actively demonstrate that people are the experts in their own lives and play a role in increasing and explaining choices whilst encouraging people to make their own decisions and informed choices

Interpreting Eligibility

An adult meets the eligibility criteria if:

- Their needs are caused by physical or mental impairment or illness
- As a result of the adult's needs they are **unable to achieve** two or more **specified outcomes**
- As a consequence there is or is likely to be a significant impact on the person's well-being

→ The **specified outcomes** are:

- Managing and maintaining nutrition
- Maintaining personal hygiene
- Managing toilet needs
- Being appropriately clothed
- Being able to make use of the home safely
- Maintaining a habitable home environment
- Developing and maintaining family or other personal relationships
- Accessing and engaging in work, training, education or volunteering
- Making use of necessary facilities or services in the local community including public transport and recreational facilities or services
- Carrying out any caring responsibilities the adult has for a child

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An adult is to be regarded as being **unable to achieve** an outcomes if the adult:

- is **unable** to achieve it without assistance;
- is **able** to achieve it without assistance **but**:
 - doing so causes them significant pain, distress or anxiety;
 - doing so endangers or is likely to endanger health or safety;
 - takes significantly longer than would normally be expected.

But How?

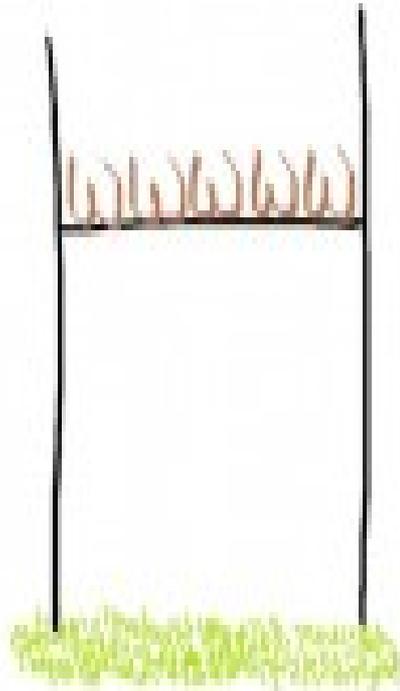


Open and Closed Questions – What's the difference?

- **Closed questions** are those questions that have one correct answer or that give limited options to the respondents to answer.
 - What is your name/height/address?
 - Are you okay?
 - Can you wash your self?
 - Are you able to cook dinner?
 - Is it true or false...?
- **Open questions** are those questions that do not have a perfect answer and require a person to come up with additional details and information.
 - How do you manage to get your groceries?
 - What do you like to eat?
 - What does a good day look like?

Great open question starters

“5 Bums on a Rugby Post”



- How.....?
- What.....?
- When.....?
- Who.....?
- Where.....?
- (Why.....? Be careful with this one)

Care and Support Planning

A focused discussion with the person about their strengths can lead to new opportunities to develop and share skills and make new connections. This is sometimes referred to as a **'strengths-mapping exercise'**.

This method of assessment builds a picture of the individual's strengths and of the community around them. There are two types of strength: 'soft' and 'hard', each of which applies to the individual and the community.

	Individual	Community
Soft	Personal Qualities	Links with Neighbours
	Knowledge & Skills	Community Groups
	Relationships	Shared Interest Groups
	Passions & Interests	Community Leaders
Hard	Health	Health & Social Care
	Finances	Leisure
	Housing	Schools
	Transport	Community Buildings

Community Knowledge and Prevention

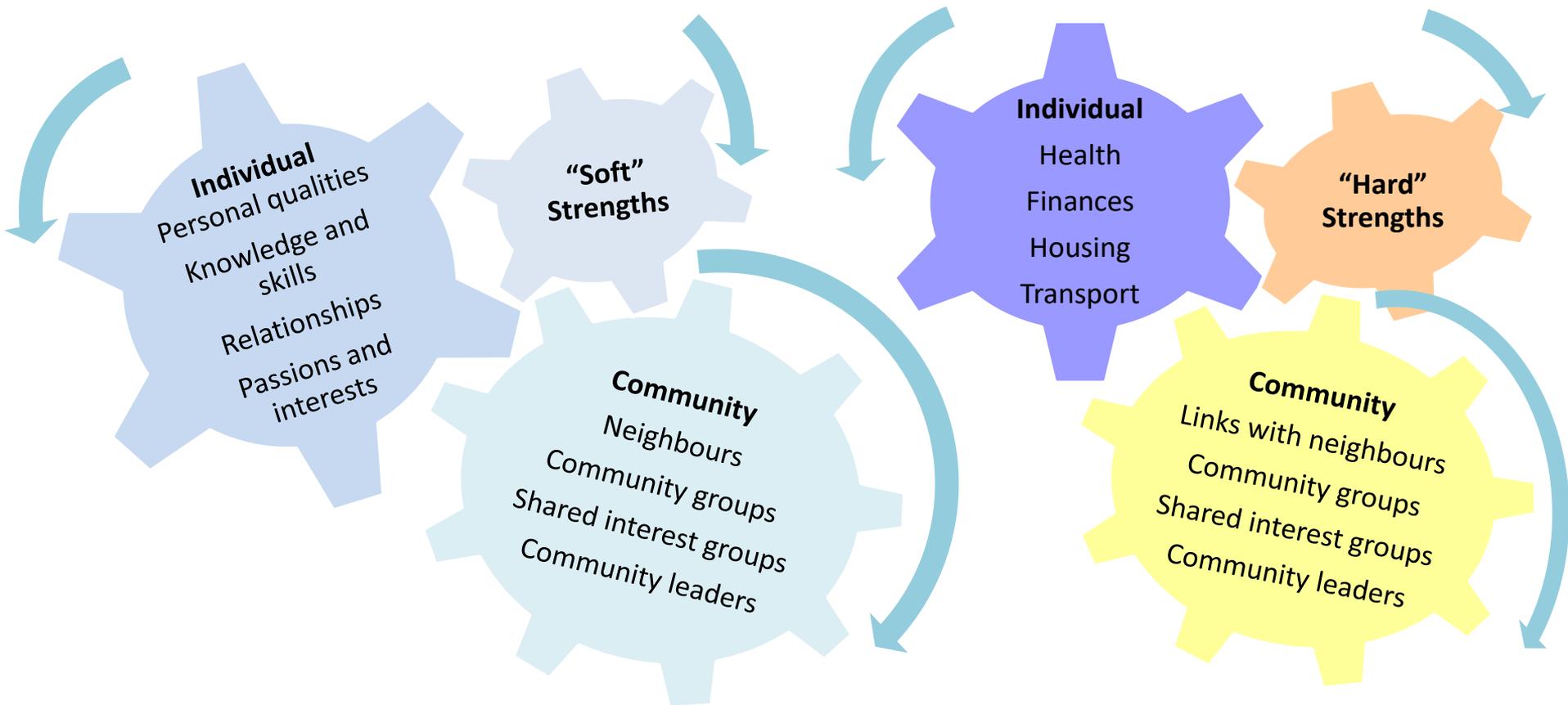
“The lesson learned from living with many barriers is that the impossible is possible if you look for other ways to achieve your goals.”

Maria Barile (Disability activist, feminist, researcher, visionary)

Outcomes to be achieved through prevention and applying a strengths based approach include.....

- Prevent, reduce or delay health and social care needs from occurring or increasing
- Supporting people to connect with each other and their communities
- Community focused approach
- Enabling choice, control and independence
- Improving people's longer term outcomes
- Reducing a reliance on statutory support services
- Helping to decrease loneliness and isolation

Strengths mapping and prevention

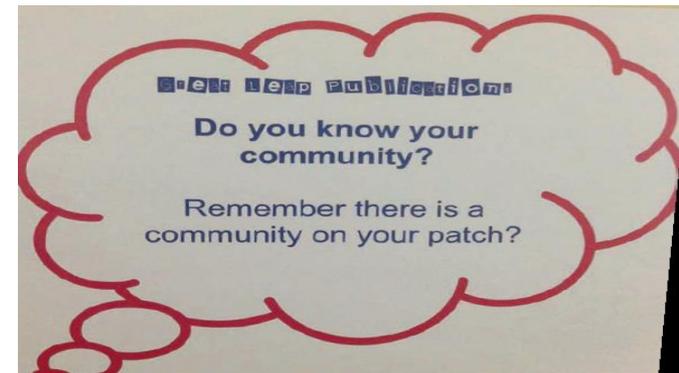


What Do You Know About the Skills in Your Communities?



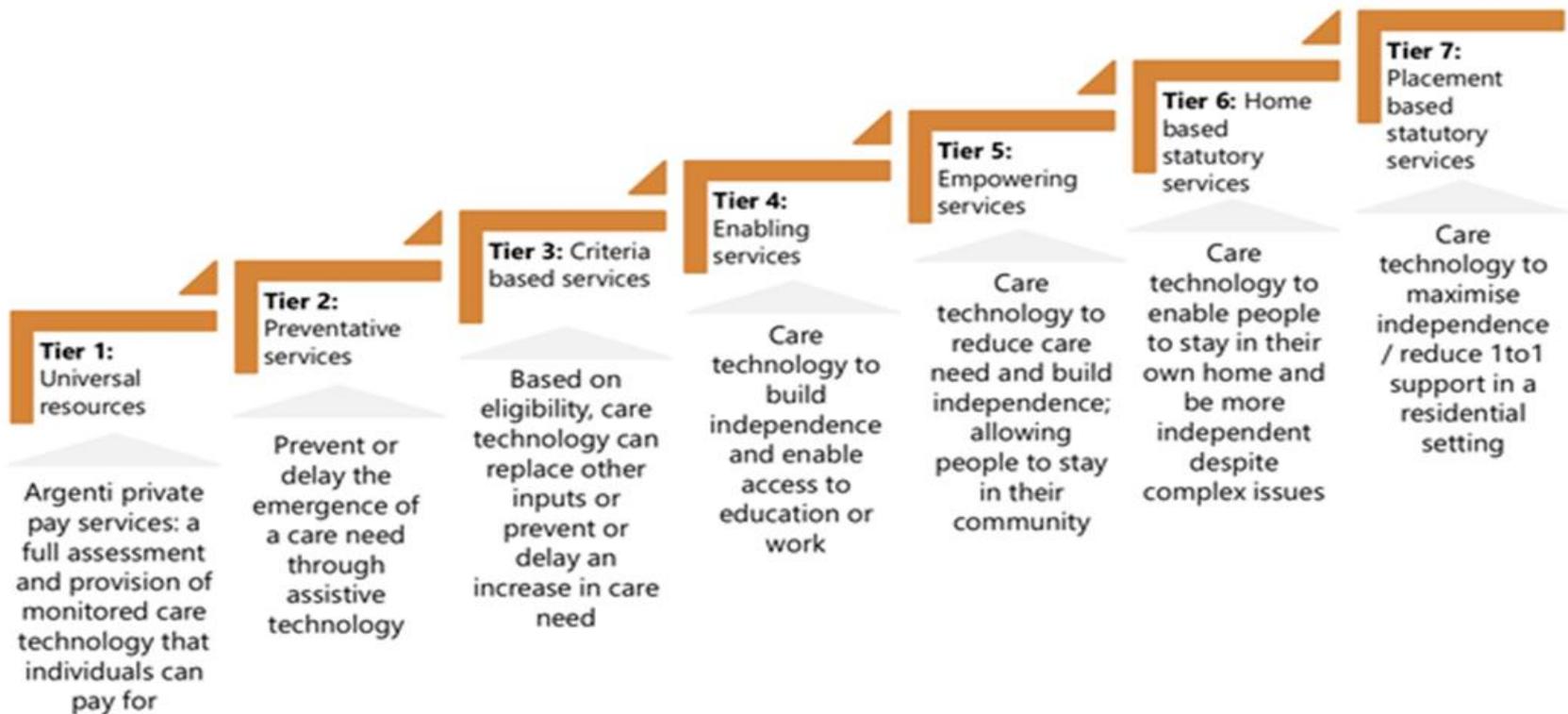
Knowing your community – pounding the streets

- To deliver a strengths based approach and be able to think creatively about how to meet needs staff need to have knowledge of what is available locally / what resources are available / use the tools available
 - map and find out what resources are available
 - increased awareness of local resources available and feedback
 - consider gaps in support
 - share knowledge



Care Technology

Care technology supports each stage of the strengths based approach



Tier 4: Resources to Regain Independence

How care technology has supported strengths based practice

- Tom is a young man with a learning disability who resides in a shared lives placement.
- He has lived there for two years and with the support of the full-time carer now wishes to live more independently.
- However, his epilepsy puts him at risk when he is out.
- Tom goes to college three times a week and has always travelled by taxi.
- His carer manages his medication for epilepsy but is not always aware if he's had a seizure during the night. However, sometimes he is exhausted in the morning and can seem a bit vacant.
- She worries that if he started to go out unaccompanied he may be vulnerable but he is adamant that he wants to increase his independence.



Case study

Tier 4: Resources to Regain Independence

1. Brain in hand



2. Epilepsy sensor linked to carer pager



3. Medication dispenser



4. Oysta with linked falls detector



Service user outcomes

- Tom was introduced to Brain in Hand to remind him what solutions he could use when he found himself in situations that made him vulnerable. He also uses his app to help him catch a bus instead of using the taxi as it reminded him he needed to be ready, check he had his bus pass, which number bus to take, and the time it would be at the stop.
- In addition, an at home an epilepsy sensor linked to a carer pager was installed so that if he did have a fit, his carer would be notified instantly, allowing her to better support him and identify patterns of any seizures.
- His newly installed medication dispenser enables him to self-manage his medication. Tom started with just one of the doses whilst the carer managed the rest, gradually building up his confidence to manage all his regular medication.
- His Oysta gives him confidence should he need help while he is out. If distressed he can use the quick dial to call his carer or the SOS button to talk to the monitoring team. As it incorporates falls detection, seizures and his location could be located quickly.

Impact on care package: Using these technologies will enable Tom to live more independently without the need for 24/7 support. This saves almost £400 per week in care costs in addition to the £60 a week for Taxis. Importantly, it also achieved the outcome that Tom desires – independence

Myth busting – prevention and delivering strengths based social care

- “There are no community resources”
- “I don’t have time to work in a strengths based way”
- “I don’t know how to apply prevention to what I do”
- “Strengths based practice is just a way to reduce cost”
- “There is a gap and we can’t fix it”



Putting it in to practice



Remember.....

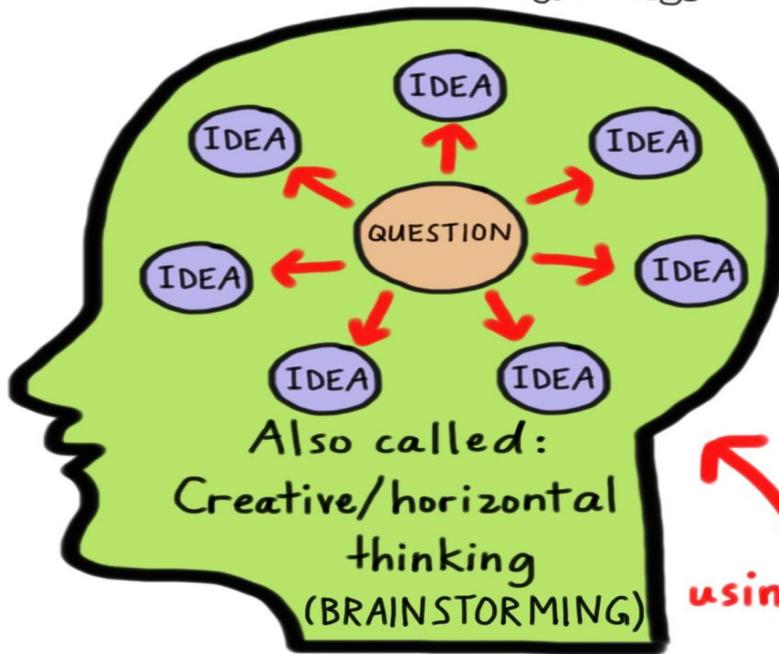


Convergent vs divergent thinking- creative problem solving

Modes of Thinking

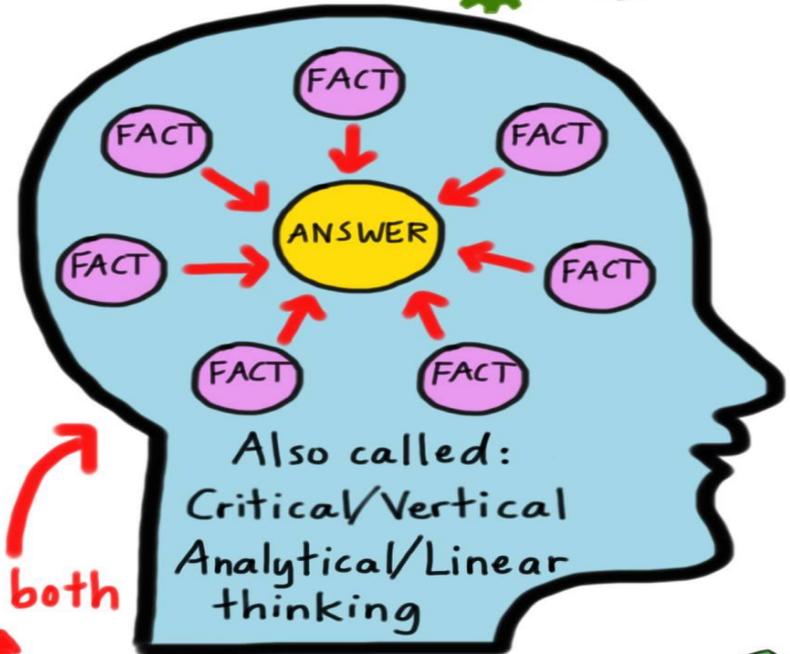
Divergent Thinking

Using imagination 

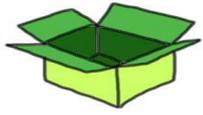


Convergent Thinking

Using logic 



using both

Lateral Thinking: Thinking "Outside the box" 

@sylviaducKworth

STRENGTHS-BASED

Good Day / Bad Day - A Practice Tool Adapted by LBB staff

 Good day?	 Bad day?
Enjoys reading the local newspaper which is delivered once a week	Easily bored when nothing interesting to read or do; can sometimes feel depressed
Niece visits when she can; approximately once a month. Often helps her niece with her maths homework and maths revision. (Very good with numbers)	Can feel lonely some days, especially when nothing to do
Enjoys chats with postman when able to catch him at the door	Feels unclean when unable to have a thorough wash and wash hair
Enjoys having a shower once a week when feeling strong enough and well enough to manage to step in and stand	Feels low when unable to keep the house clean

What will it take to have more good days and less bad days?

- To have regular reading material to keep mind active and interested
- To see niece more often for company and to retain numeracy skills
- To be able to keep clean daily
- To be able to keep house clean

SEE NEXT PAGE FOR REFLECTIONS....

To have regular reading materials to keep mind active and interested.

- Client to contact Barnet Home Library Service or a referral can be made on their behalf

<https://www.barnet.gov.uk/citizen-home/libraries/home-library-service.html>

Tel: 0208 359 3901

- Client could order a subscription for Sudoku monthly magazine

£4.20 for 12 issues per year

<http://www.newsstand.co.uk/549-Sudoku-Magazines/Subscriptions.aspx>

To see niece more often for company and to retain numeracy skills

- Client can contact a local befriending service such as Age UK

<http://www.ageuk.org.uk/health-wellbeing/loneliness/befriending-services/>

Barnet Age UK Tel: 0208 203 5040

- Client can speak to their niece and ask her if she could speak to her peers to see if they would also like to receive maths tuition either on an individual basis or as a group. In exchange for teaching numeracy skills, client can receive support with light housework

- Client can contact Barnet Time Banking Network to explore a way of spending time helping someone one and earning time credit in return where everyone's time is equal

<http://www.barnet.timebanking.org/>

To be able to keep clean daily

- Client to receive an Occupational Therapist assessment to explore ways to increase her independence at home. A bathing assessment will be carried out as part of an overall assessment to assess if aids or adaptations are required to enable client to maintain her independence with personal care and to increase her safety and ability to access the shower and maintain her personal hygiene.

To be able to keep the house clean

- This can be addressed through the Timebanking scheme or through the teaching of students

Rebecca – My Single Page Profile

How to support me:

- I have a high pain threshold so may not tell you when I am in pain. Please help me by noticing if I seem uncomfortable, angry, tearful or quiet.
- Please ask simple open questions.
- Please tell me what my choices are and allow me time to choose.
- My family/staff may need time to help me understand my options.
- White medical coats have made me feel anxious in the past. I may be more relaxed if you remove your white coat.

What's important to me:

- Food is important to me and can be helpful as a distraction after a challenging situation.
- Knowing what is going to happen in advance allows me to feel prepared.
- Music and singing helps me to relax.

My family:

Mummy (Pauline) and Bob

Daddy (Steven) and Mary

Sisters: Claire and Anne

Nephews: Tommy and Josh

Aunty Sue and Uncle Peter

Staff at T****

Julie- **My keyworker**, Esther, Slavka, Angela, Ana

Single Page Profile

In pairs complete a single page profile on each other!

Don't forget:

- use open question
- think about strengths/assets
- What is important to the person

You have 10 minutes to do this, then we will feed back

The form is titled "My One-Page Profile" and consists of several sections:

- Name:** A text input field.
- Age/Occupation:** A text input field.
- What people appreciate about me:** A large rectangular text area.
- What is important to me:** A large rectangular text area.
- How to support me:** A large rectangular text area.

There is also a dashed rectangular box to the right of the Name and Age/Occupation fields, likely intended for a profile picture.

Good Day Bad Day - Peter

- Peter is 71 and lives with his dog (Rex). Whilst out walking his dog in May Peter suffered a stroke. The stroke has left him with slight left sided weakness and problems with concentration and some falls.
- Peter used to walk his dog regularly and visit friends. Peter feels lonely and would like to get back out walking his dog. He is not keen to have support at home but wants to work at becoming independent again. Peter has agreed to some limited support with personal care. Peter wants to get involved in activities/ exercise that might help him with his balance and confidence. He used to enjoy socialising and going to football matches. He dislikes being stuck in the house. Peter has a daughter who he is close to and two grandchildren who he sees once every couple of weeks. Peter used to be a chef and enjoys cooking. How can we support Peter with his wellbeing?
 - Use the good day / bad day tool for Peter (10 mins)
 - Tell us how you might help Peter have more good days? (10 mins)

Feedback

- ❖ How did it feel
- ❖ Could you use this in your practice
- ❖ How might this help you

Questions.....



It's a Rap



Thank you

- **Carol Baxter Strengths Based Coach**
 - **London Borough of Barnet**