



Supporting Me About Rights to  
Sexuality

# General Supported Decision Making (SDM) Training Course

Trainer's Guidance

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# General Supported Decision Making Training Course Trainer's Guidance

## Introduction

This training pack has been designed for you to use when you are working on the Supporting Me about Rights To Sexuality (SMARTS) project and want to teach people about General Supported Decision Making (SDM) and what the SMARTS project is all about.

For the purpose of the Training Course as part of the SMARTS Project when we refer to 'people with disabilities' this will include people with an Intellectual Disability and People with Mental Health Challenges.

In this pack there is easy to follow 'Trainer's Guidance' for you to use as you deliver this training, with handouts, slides and activities for you to complete with your learners.

We have made some suggestions regarding the timings of each section. However, it is important to remember that these are approximate. The timings will vary greatly dependent on the size of the group and the previous knowledge and experience of the group. You will be able to gauge whether you need to increase or decrease these times once you have knowledge of whom you are delivering it to.

The training is laid out in three columns;

- the left column has the approximate timings,
- the middle column has the trainer's instructions, telling you what you should be saying, doing and what you should expect.
- the right column has the equipment that you will require for that section.

When you are going to deliver this course, we suggest that you carefully read through the Trainer's Guidance and the whole training pack. Pay particular attention to the information in the slides and handouts. You will of course need to print out the handouts beforehand and have a PowerPoint projector available to show the prepared slides. Familiarise yourself with the scenarios in the activities, so that you know what you expect from each activity.

If you have relevant information and experience regarding 'Supported Decision Making' then you can add this into the training. However, you must ensure that these match with the core principles of Human Rights based approaches to disability that underpin this project.

Below we have listed some 'General tips and hints' that can be used when you are delivering any training session. If you are an experienced trainer you will already be aware of these. For those who are newer to delivering training they may be useful.

## **General Tips and Hints when delivering Training.**

When delivering this course, it is important that you are flexible and approachable, welcoming questions and ensuring you adapt to fit the needs of the group. It is essential that you value and respect the people on your training. Just because they do not understand or agree with what you are saying does not mean you can be rude, abrupt or disrespectful to them.

- **Ice breakers**

We have started the training with an 'Icebreaker'. Icebreakers are short activities that trainers often use to help 'break the ice' or break the tension that is sometimes felt when a room full of people who may not know each other, first come together. Even when people have met before Icebreakers can still be a useful tool as they are a way of getting the people to speak to each other, relax and become more at ease with the other people, the setting and the situation.

Icebreakers are short and easy activities designed so that even the shyest of people can participate easily. It is important to have an activity that does not make any individual feel that they are being focused on or judged in any way. So often they are activities where people introduce themselves to the person next to them and they exchange basic information such as their name, place or work or job title or how they got to the training event that day. They introduce each other to the whole group.

Ice breakers can be designed to link to the subject of the training for example if the training is about communication the ice breaker may be to speak to the person next to them telling them their name and who they last communicated with and how. Sometimes activities are used that try to encourage individuals to speak to more than the just person sitting next to them.

For example: each person in the room is given a piece of paper with a number or word on it that is linked to another e.g. Bread and Butter, Black and White or  $2 \times 2 =$  and 4, or two sets identical numbers. Then everyone has to stand up and walk around the room speaking to each other, introducing themselves and establishing who has the linking word, number/equation or matching number. This helps people to speak to many more people and in turn begin to feel relaxed and begin to feel more at ease.

Alternatively, ask the group to form a line using the alphabetical order of their names. This would need people to speak to the person next to them and others around them to find out their names so that they can stand in the correct order. You could also ask them to speak to the person in line either side of them and find out who they are, where they are from and what they do.

There is an example included in the training course, but you can use an icebreaker of your own or one you have participated in. Remember the icebreaker should not add to the stress of the participants, it should make them relaxed and feel more comfortable.

- **Ground rules**

In most training sessions, you would encourage the group to agree a basic set of ground rules to be adhered to throughout the training. In some situations, this is not necessary as the people know and understand those basic (often unwritten) guidelines that are in place whenever a person attends training. However, not everyone is aware of those. Setting up and agreeing some basic ground rules at the start of a training session is a good way to ensure everyone understands what is expected of them and what is not acceptable. It also makes it easier if at a later date someone acts inappropriately.

In setting up some ground rules we suggest that you have a blank piece of flipchart and ask the group what they think the 'Ground Rules' should be. If they do not make any suggestion you can start them off with the basics listed below:

- Listen to each other
- Don't talk over each other
- Join in as much as possible
- If someone says something you don't agree with, it is ok! Everyone is allowed to have our own ideas and thoughts
- Arrive and finish on time
- Come back from breaks on time
- What happens at the training stays at the training. This is about keeping things confidential. For example, if someone were to say something personal or were to be critical of their workplace etc it should not be talked about outside of the training. This is unless, of course, there was something which was a serious concern such as abuse, neglect or a crime being committed, in which case the Trainer would take the necessary steps to follow up on what was said.

Once the 'Ground Rules' are listed you must ensure everyone agrees with them and they are displayed in the room in a place that everyone can see.

- **Allaying concerns or fears**

It is often helpful to give the people on your training the opportunity to voice any fears or concerns and expectations they have about the training. You can write these on flip chart paper and allay any fears or concerns by telling them what is covered in the training. By doing this you can manage their expectations.

It can be very useful to refer back to the lists at the end of the training to check all their concerns were covered and expectations met during the course. However, you must point

out when you are making the initial list, if an individual raises an unreasonable expectation that this unreasonable expectation is not attainable. You will need to discuss this and explain why. You can also include this activity as part of the icebreaker.

- **Enhancing the training**

You can use examples or scenarios from your own experience to support the people on the training in their learning. Examples from your workplace, sector and your country will help the people to understand more clearly.

- **Consolidating the learning**

At the end of the training session, it is important that you support the people on the course to consolidate their learning. This can be done by:

- Having question and answer sessions at the start or end of each session which cover the knowledge and understanding from the previous session.
- By tasking the group with work to complete in their own time to consolidate or add to the information gained on the course.
- Encourage the group to recap on what they have learned after each session and to go through the handouts when they are back in their workplace.
- Encourage the group to think about how Supported Decision Making will work in the settings that they are working in.
- When delivering the training make a decision beforehand whether you are going to supply the learners with a copy of the slides that you use or make summary handouts of the main points of the slides. This is essential to help the learners to feel less pressured during the course to make detailed notes of each slide. The learners will be able to use what you give them as a resource to consolidate their learning during and a reference after the course.

- **Discussion group suggestions**

Some different ways in which the group can be divided up into smaller discussion groups are:

- Ask people to work in pairs with the person next to them.

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- Go around the room giving each person in turn a number, which becomes their group number.
- Ask people to find a specified number of people that they don't know.
- Ask people to make notes on their own.
- Give people a specified time to go and seek views from others inside or outside of the service that they work in.

- **Suggestions for taking feedback**

Some different ways in which feedback can be taken are:

- Groups write and / or draw pictures to summarise their discussion on large poster/flip chart paper, which is then pinned to the wall. The group then answers question about what they have written or drawn.
- Groups or individuals write each idea on a 'sticky pad' or slip of paper, which can then be stuck onto larger flip chart paper on the wall or floor. Then groups go and read the ideas. This method also enables ideas to be moved around and grouped together easily.
- People can move physically to different parts of the room or on a line continuum to show their support for an idea or proposal (e.g. if you totally agree with an idea, stand at one end and if you totally disagree stand at the other end).
- Ask the group to nominate one or two people to feedback their discussions to the whole group. This needs careful monitoring to ensure any one group or person does not monopolise the time allocated. When feedback from each group is similar or repetitive you need to be prepared to interrupt and move on. Asking only for anything that has not already been mentioned is a way of dealing with this.
- Ask the group to put themselves in a long line in a specific order such as, those who really agree with something to those who do not agree.

- **Confidentiality**

It is important that you remind the people on the course about the importance of confidentiality when working in 'Supported Decision Making'. They must ensure that they understand about keeping information confidential regarding the decisions a person is being supported with. However, you should remind them that if any issue were to arise that

alerted them to an individual being at risk e.g.. a disclosure of abuse, neglect or a crime, they will need to adhere to the 'Policies and Procedures' of their workplace or service in dealing with the information etc

- **Learning Outcomes**

On completion of this training the people on the course will be able to:

- List the main principles of the United Nations Convention on The Rights of Persons with Disabilities (UNCPRD)
- Describe what is meant by Supported Decision Making
- Explain the difference between Supported Decision Making and Substituted Decision Making
- Explain the role of the supporter and the facilitator in Supported Decision Making, and the attributes they should possess.
- Describe the process for Supported Decision Making
- Describe what is currently happening regarding Supported Decision Making in your Services.
- Explain how you will plan and implement this Supported Decision Making project in your Services.
- Plan and describe how you will pilot Supported Decision Making in your services.

## General Supported Decision Making Trainer’s Guidance

### Timetable for the training Course

These suggested timings are approximate and based on an average of 10 people of mixed ability, therefore if you have a smaller or larger group, less or more able learners, or those with prior knowledge or understanding etc your times will vary.

<i>Title</i>	<i>Suggested timing</i>	<i>Equipment needed</i>
Introduction	09.00 - 09.05	PowerPoint Projector  Handouts  Flip Chart and Pens  Post it notes
Ice Breaker	09-05 -09.45	
Ground rules	09.45 – 9.55	
Learning Outcomes	09.55 – 10.00	
Introduction and background to Supported Decision Making	10.00 – 10.30	
What is Supported Decision Making	10.30-10.50	
Refreshment Break	10.50-11.15	
What is Supported Decision Making	11.15 – 11.55	
Supported Decision Making Process and Forms	11.55 – 12.35	
LUNCH BREAK	12.35-13.35	
Implementing Supported Decision Making in your service	13.35- 14.45	
Refreshment break	14.45 -15.10	
Implementing Supported Decision Making in your service	15.10 – 15.40	
Piloting the Supported Decision Making Service	15.40 – 16.25	



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<i>Timings</i>	<i>Trainer's Guidance</i>	<i>Equipment</i>
<b>Introduction</b>		
5 minutes	<ul style="list-style-type: none"> <li>▪ Introducing yourself including who you are as the trainer, where you are from, and your experience in the sector.</li>   <li>▪ House-keeping; toilets, breaks and fire drills etc</li> </ul>	
<b>Icebreaker</b>		
30 - 40 minutes  Varies with group size Allow each person 3-5 minutes discussion followed by a minute or so feedback to the whole group.	<p>Here you can use an icebreaker to introduce the group to each other.            If you have a good icebreaker of your own use this.            Alternatively, you can use the following:            Ask each person to introduce him/herself to the person next to them, stating:</p> <ul style="list-style-type: none"> <li>What their name is?</li> <li>What their job title is?</li> <li>Where they are from?</li> <li>What type of service they work in?</li> <li>How long they have worked there?</li> </ul> <p>Give the group 5 minutes each to discover the information. Then each person can introduce their colleague to the group telling them the information they have learned.</p>	
<b>Ground rules</b>		
10 minutes	<p>Agree a set of basic ground rules that the group will adhere to for the sessions. This should include:</p> <ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Don't talk over each other</li> <li>▪ Join in as much as possible</li> <li>▪ If someone says something you don't agree with, it is ok! Everyone is allowed to have our own ideas and thoughts.</li> <li>▪ Arrive and finish on time</li> <li>▪ Come back from breaks on time</li> <li>▪ What happens at the training stays at the training. This is about keeping things confidential. For example, if someone were to say something personal or were to be critical of their workplace etc it should not be talked about outside of the training. That is unless there was something which was a serious concern such as abuse, neglect or a</li> </ul>	Flip chart and pens

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	<p>crime being committed, in which case the Trainer would take the necessary steps to follow up on what was said.</p> <p>Add any other things that the group feel are essential. Display the ground rules throughout each session for the group to refer to as well as reminding each person of the rules that have been agreed.</p>	
<b>Learning Outcomes</b>		
5 minutes	<p>On completion of this training the people on this course will be able to:</p> <p><b>Using slide 1 and 2</b></p> <ul style="list-style-type: none"> <li>• List the main principles of the United Nations Convention on The Rights of Persons with Disabilities (UNCPRD)</li> <li>• Describe what is meant by Supported Decision Making</li> <li>• Explain the difference between Supported Decision Making and Substituted Decision Making</li> <li>• Explain the role of the supporter and the facilitator in Supported Decision Making, and the attributes they should possess.</li> <li>• Describe the process for Supported Decision Making</li> <li>• Describe what is currently happening regarding Supported Decision Making in your Services.</li> <li>• Explain how you will plan and implement this Supported Decision Making project in your Services.</li> <li>• Plan and describe how you will pilot Supported Decision Making in your services.</li> </ul>	Handout LO's Slide 1 and 2
<b>Introduction and Background to General Supported Decision Making</b>		
30 minutes	<ul style="list-style-type: none"> <li>▪ Introducing the Human Rights based approach to disability.</li> </ul>	Slide 3



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	<ul style="list-style-type: none"> <li>– Doctors and health authorities have a duty to care for them.</li> </ul> <p>▪ <b>Using slide 7</b>  Describe the consequences of these models of disability. These are:</p> <ul style="list-style-type: none"> <li>– Disempowerment, stigmatisation, optional benevolence in steady of duty and rights, forced institutionalisation, poor image, segregation, poor self-esteem and dependence.</li> </ul> <p>▪ <b>Using slide 8 and 9</b>  Describe the ‘Social Approach’ to disability.  How this approach sees disability:</p> <ul style="list-style-type: none"> <li>– Disability is the result of a wrong way of organising society: thus, persons with disabilities face bias and barriers that prevent their equal participation.</li> <li>– Disability is not an individual problem and mainly lies in the social environment that can be limiting or empowering depending on many factors.</li> <li>– People with disabilities should participate in society.</li> </ul> <p>How this approach proposes to treat disability:</p> <ul style="list-style-type: none"> <li>– Environmental barriers that constrain the participation of persons with disabilities, including attitudinal barriers should be eliminated.</li> <li>– People with disabilities should participate in policy making.</li> <li>– All public services should be accessible and inclusive.</li> <li>– It is the responsibility of the state and everyone including society to ensure this happens</li> </ul> <p>▪ <b>Using slide 10.</b>  People with a disability are part of human diversity, with many ways of; walking, seeing, thinking, communicating and interacting etc.</p> <p>▪ <b>Using slides 11 and 12</b>  Explain the ‘Human Rights Approach’ to disability.</p>	<p>Slide 7</p> <p>Slide 8 Slide 9</p> <p>Slide 10</p> <p>Slide 11 and 12</p>
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	<p>How this approach sees disability:</p> <ul style="list-style-type: none"> <li>– Ensures full and equal enjoyment of all human rights to persons with disabilities, and promotes respect for their inherent dignity</li> <li>– Focuses on equal opportunities, non-discrimination on the basis of disability and participation in society</li> <li>– Requires authorities to ensure rights and not restrict them</li> <li>– Views persons with disabilities as rights-holders</li> </ul> <p>How this approach proposes to treat disability:</p> <ul style="list-style-type: none"> <li>– Enforce laws to ensure full inclusion in all social aspects (school, family, community, work, ...)</li> <li>– Apply policies to raise awareness</li> <li>– Respect equal recognition before the law</li> <li>– Regulate the private sector</li> </ul> <p>Who is the duty bearer on disability issues:</p> <ul style="list-style-type: none"> <li>– It's the duty of State, all ministries and society to uphold this approach</li> </ul> <p>▪ <b>Using Slide 13.</b>  The key principles of the Human Rights based approach to disability are:  Inclusion, non-discrimination, participation, respect for difference and diversity, respect for inherent dignity, accessibility and equal opportunities.</p> <p>▪ <b>Using Slide 14:</b>  The conventions concept of disability:  Disability is an evolving concept and results from the <b>interaction</b> between <b>persons with impairments</b> and <b>attitudinal</b> and <b>environmental barriers</b> that hinders their full and effective <b>participation in society on an equal basis with others</b></p> <p>▪ <b>Distribute Handout 2</b> To consolidate the learning of this information, Principles of United Nations Convention of the Rights of Persons with Disabilities.</p>	<p>Slide 13</p> <p>Slide 14</p> <p>Handout 2</p>
20 minutes	<p><b>What is Supported Decision Making?</b></p> <p><b>Using Slide 15</b>  <b>Supported Decision Making:</b></p>	Slide 15

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	<ul style="list-style-type: none"> <li>– Is driven by the principles of the United Nations Convention of the Rights of Persons with Disabilities (UNCRPD), especially Article 12</li> <li>– Is based on the Human Rights Model of Disability</li> <li>– Is a process that allows people with disabilities to make their own decisions based on their own wishes and preferences</li> <li>– Includes a co-production approach at every stage</li> <li>– Can be formal or informal</li> <li>– Is very different from substituted decision making</li> </ul> <p><b>Using Slide 16.</b></p> <p><b>Principles of Supported Decision Making:</b></p> <ul style="list-style-type: none"> <li>– People with disabilities have equal rights with others under the law</li> <li>– People with disabilities should have control over their own lives</li> <li>– The wishes and preferences of people with disabilities should be respected</li> <li>– A range of measures should be available to support people with disabilities in their decision making, reflecting their diversity</li> <li>– People with disabilities have the right to make mistakes and to take informed risks</li> </ul>	Slide 16
	<p><b>Using Slide 17.</b></p> <p><b>Duty of Care</b></p> <p>Explain: We all have the right to make mistakes and unwise decisions (we often learn from these) but as supporters of people with disabilities we also have a duty of care. This means:</p> <ul style="list-style-type: none"> <li>– We have a responsibility to ensure the safety and well being of those we support</li> <li>– We must balance the right to autonomy and the right to protection</li> <li>– We must treat people with disabilities the same as we would treat people without</li> <li>– We must ensure the people we support understand the possible consequences of their</li> </ul>	Slide 17



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	<ul style="list-style-type: none"> <li>– To assist the supported person to obtain advice from different sources.</li> <li>– To support the person at meetings with outside organisations or professionals to obtain information and explore options.</li> <li>– To help the supported person analyse the different options.</li> <li>– To ensure the supported person has understood the pros and cons of the options involved in a decision.</li> <li>– To ensure the supported person has understood the possible consequences of the decision</li> <li>– To help the supported person communicate the decision(s) to his or her family and others and to enable a good implementation of the person’s choice. When necessary the supporter will advocate for the decision to be implemented.</li> <li>– To support the supported person to complete reviews and assessments</li> <li>– To observe and record all the activities and actions arising from the SDM Agreement.</li> </ul> <p><b>The supporter will need the following skills and values:</b>  <b>Using Slide 22 and 23.</b></p> <ul style="list-style-type: none"> <li>– Commitment to the principles of the UNCRPD and an understanding of how the SDM process differs from substituted decision making.</li> <li>– The ability to respect and value the supported person’s autonomy and dignity and to understand and respect the supported person’s goals, values and preferences.</li> <li>– The ability to respect the particular decision making style of the supported person and to recognise when and how support may best be offered to the person.</li> </ul>	<p>Slide 22 Slide 23</p>
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<p>40 minutes</p>	<p>the SDM agreement’s content or to terminate the agreement.</p> <ul style="list-style-type: none"> <li>– The facilitator can be a professional – ideally from the supporter’s employing agency or service – or a peer from the supported person’s social network or a family member who has the required knowledge, skills and values.</li> </ul> <p><b>Using Handout 3 and 4 Activity</b></p> <p>Divide your learners to break into small groups of 3 to 4 and give half of them the Scenario on handout 3 And half the scenario on handout 4. Allow the groups time to read the scenarios and answer the questions, they will need to feedback to the whole group their answers and why. Approximately 15-20 minutes, but monitor the activity and start or delay feedback as the groups progress through the activity.</p> <ul style="list-style-type: none"> <li>– Handout 3 Fred Scenario Fred has asked your SDM service for help with his decision making when buying items. If were supporting Fred using the Supported Decision Making process, what would you hope to include in the SDM Agreement and the Individualised Plan?</li> <li>– Handout 4 Maria Scenario Maria has asked for help from your SDM service about decisions about her eating and her health. If were supporting her using the Supported Decision Making process, what would you hope to include in the SDM Agreement and the Individualised Plan?</li> </ul> <p><b>Feedback</b></p> <p>Feedback will need to be taken from the groups completing each scenario and discussion facilitated.</p>	<p>Distribute Handout 3 and 4</p>
<b>Supported Decision Making Process and Forms</b>		
<p>40 minutes</p>	<p><b>Using slide 26</b></p> <p>Explain the diagram showing the relationship between the supported person, the supporter and the facilitator</p>	<p>Slide 26</p>

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	<p><b>Using slide 27</b>  <b>The Supported Decision Making Process</b>          Explain the four stages of the SDM process:</p> <ul style="list-style-type: none"> <li>– Stage 1              Requesting an SDM service</li> <li>– Stage 2              Identifying the Supporter</li> <li>– Stage 3              Defining the content</li> <li>– Stage 4              Delivery and evaluation</li> </ul> <p><b>Using slide 28 and 29</b>  <b>The Supported Decision Making Agreement:</b></p> <ul style="list-style-type: none"> <li>– Is a tool to support the practice of supported decision making</li> <li>– Is a time limited commitment</li> <li>– Is based on a trusting relationship</li> <li>– Is entered into voluntarily</li> <li>– Is not <i>legally</i> binding but part of a duty of support</li> <li>– Is a multidisciplinary approach...does not belong to any one profession</li> <li>– Should include any available social as well as professional networks</li> <li>– Is confidential (within usual limits)</li> <li>– Is based on the wishes and preferences of the supported person, who must make the final decisions</li> <li>– Should be clearly recorded</li> <li>– Should be signed by the supported person, the supporter and the facilitator</li> </ul> <p><b>Using slide 30</b>  <b>Formal Supported Decision Making meetings</b></p> <ul style="list-style-type: none"> <li>– <b>Satisfaction assessment:</b> meeting held every 2 months between the supported person and the supporter. Forms used: supported person and supporter self-assessment. To be held at the same time as:</li> <li>– <b>SDM review/evaluation:</b> meeting held every 2 months between the supported person, the supporter and the facilitator. It is important to ensure you allocate enough time for this meeting</li> </ul>	<p>Slide 27</p> <p>Slide 28 &amp; 29</p> <p>Slide 30</p>
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	<p>so that both forms can be completed at the same time. Forms used: consider all current forms in operation.</p> <p>– <b>SDM agreement review:</b> meeting held between supported person, the supporter and the facilitator every 6 months. Form used: original agreement form updated.</p> <p><b>Using slide 31</b>  <b>The Supported Decision Making forms</b>  Listing the forms which are:</p> <ul style="list-style-type: none"> <li>• SDM agreement (initially 6 months duration). Signed doc kept by the three parties</li> <li>• Individualised SDM plan_(updated every 2 months). Kept by the supporter and known to the supported person and the facilitator</li> <li>• Supported person self assessment form_(updated every 2 months). Kept by the supported person and known to the supporter and the facilitator</li> <li>• Supporter self assessment form (updated every two months). Kept by the supporter and known to the supported person and the facilitator</li> </ul> <p><b>The Supporter Agreement Form</b>  <b>Using Slide 32 to 35</b>  Take the group through the Supporter Agreement Form</p> <p><b>The Individualised Plan</b>  <b>Using slides 36 and 37</b>  Take the group through the Individualised Plan</p> <p><b>Supported Person Self-Assessment Form</b>  <b>Using slides 38 and 39</b>  Take the group through the Supported Person Self-Assessment Form</p> <p><b>Supporter Self-Assessment Form</b>  <b>Using slides 40</b>  Take the group through the Supporter self-assessment form</p>	<p>Slide 31</p> <p>Slide 32-35 Handout 5</p> <p>Slide 36 and 37 Handout 6</p> <p>Slides 38 and 39 Handout 7</p> <p>Slides 40 Handout 8</p>
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Implementing general SDM in your service		
10 minutes	<p><b>Using slide 41</b></p> <p><b>Before selling SDM be prepared to feel resistance to change:</b></p> <ul style="list-style-type: none"> <li>– Some services may be very open to the introduction of SDM. Others may resist the change required on a variety of levels</li> </ul> <p><b>(You must ensure that prior to the PowerPoint presentation that you have a link to the internet. Remember you will also need audio.)</b></p> <p><b>Select the link and double click to open and play.</b></p> <p>Explaining that this clip tells us a lot about attitudes to change and new ideas. In implementing SDM at an organisational level you will need to be aware of the potential problems and areas of resistance to change.</p>	<p>PowerPoint, Ensure Link to internet and audio</p> <p>Slide 41</p>
20 minutes	<p><b>How to overcome resistance to change.</b></p> <p>Explaining to the learners that to overcome any resistance to change they will need to analyse the answers to the following questions about their service.</p> <p><b>Activity</b></p> <p>Putting the learners into small groups of 3 to 4 people.</p> <p><b>Ask each group to think about:</b></p> <p>Asking the groups to make notes on the post it's of their answers.</p> <ul style="list-style-type: none"> <li>– How much and what kind of resistance do we anticipate?</li> <li>– What's my position relative to 'resisters' in terms of my power and the level of trust between us?</li> <li>– Who—me or others—has the most accurate information about what changes are needed?</li> <li>– How urgent is our situation?</li> </ul> <p><b>Then ask representatives of the group to read out the group's post its and place on a summary flipchart.</b></p>	<p>sticky note pads and flip chart</p>

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40 minutes	<p><b>Using slide 42</b>          Explain how to determine the optimum speed of change:          Use your analysis of <u>situational factors</u> to decide how quickly or slowly your change should proceed. Move quickly if the organisation risks are high if the present situation isn't changed. But proceed slowly if:</p> <ul style="list-style-type: none"> <li>– Resistance will be intense and extensive</li> <li>– You anticipate needing information and commitment from others to help design and implement the change</li> <li>– You have less organisational power than those who may resist the change</li> </ul> <p><b>Activity</b>  <b>Using slide 43 and 44</b>          Ask learners to look at the table and think about the 5 areas in the table:          Education, Participation, Facilitation, Negotiation and Coercion and the different methods that can be used to support SDM in your service.          Taking learners across each line of the table in each of the 5 areas.  <b>In the same groups as the previous exercise:</b>          Ask the groups to use the table to assist in managing the change in their service. Looking at their answers in the last exercise think about how they will try to overcome the resistance. Which method will be most appropriate in their service?          Feedback to the rest of the groups explaining why they made that choice.</p> <p><b>Reasons why my organisation should implement SDM:</b>  <b>Ask learners to call out the answers and note on flip chart. Then show slide 45 and 46 and check that all points were covered.</b>  <b>Using Slides 45 and 46</b></p> <ul style="list-style-type: none"> <li>– To align the service with Human Rights based model of support</li> <li>– To fulfil the international legal framework (UNCRPD)</li> <li>– Modernise the service and not be left behind</li> <li>– To provide a better service to the users (user satisfaction)</li> </ul>	<p>Slide 42</p> <p>Slide 43 and 44</p> <p>Flip chart paper and pens</p> <p>Slide 45 and 46</p>
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30 minutes	<ul style="list-style-type: none"> <li>– To be more egalitarian with users regarding power relations</li> <li>– To help users exercise autonomy (identity building)</li> <li>– To realise the user’s satisfaction and therefore satisfaction with work</li> <li>– To acquire useful and new competences (avoiding burn out)</li> <li>–</li> </ul> <p><b>Activity</b>  <b>Using handout 9</b></p> <p>Distribute handout 9 to learners asking them to work in pairs to look at the scenario ‘Doris’ in the handout. Here you are asking learners to think about how they would manage this situation as a ‘facilitator.’</p> <p>Allowing the pairs time to read the scenario and answer the questions, remind learners that they will be feeding back to the whole group.</p> <p>Facilitate discussion in the group as a whole to answer the questions.</p> <p><i>As the Facilitator how are you going to manage this situation and what will you do first? What will you say to Doris? What will you say to Jane? How can you resolve this?</i></p>	Handout 9
<b>Piloting the Supported Decision Making Service</b>		
45 minutes	<p><b>Explain what is expected in the pilots of the service</b>  <b>Using Slide 47</b></p> <p>The role of the staff undertaking SDM training in pilot 0:</p> <ul style="list-style-type: none"> <li>– Work within their organisation to set up general SDM</li> <li>– Work to implement SDM structures, or act as a facilitator or supporter, dependent on their position within the organisation</li> <li>– Work across their delivery partnership (in country) to help identify a minimum of 20 service users and Supporters (the delivery partner will decide on the mix) per delivery partner who could benefit from general SDM. This should be undertaken in the first 6-8 months of the piloting period (pilot 0) but can be added to throughout the life of the project.</li> <li>– Act as an 'ambassador' to others (other providers, user groups, parental groups, regulators, policy</li> </ul>	PowerPoint presentation Slide 47

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	<p>makers) for the benefits of general SDM and help to increase the number of agencies using SDM. Staff should choose the position that most suits them on a spectrum of influence and support. This could range from speaking positively to others about SDM to taking part in formal presentations.</p> <p><b>Activity</b>  <b>In small groups of people from the same service. Ask the groups to make a plan of how they will deliver the pilots of the Supported Decision Making Project in their service.</b></p> <p><b>Share feedback from each group</b>  Facilitate discussion so that plans can be shared and improved together</p> <p><b>Remind your learners to:</b>  <b>REMEMBER the importance of ensuring that your service has accessible information about what SDM is and how it can help those using it to make decisions in their lives. There is no point developing an SDM service if the people who would need to use it do not know about it.</b></p> <p><b>Remind learners the importance of completing feedback forms regarding the Course and the Training Materials.</b></p> <ul style="list-style-type: none"> <li>▪ Training Course Satisfaction Survey  Explain the importance of the completion of the satisfaction surveys.</li> </ul> <p><b>Ask learners for any verbal feedback about the Training Course.</b> Facilitate any discussion to clarify any points or understanding  <b>Ask the learners</b> individually one thing you enjoyed about the course is a nice way to end.</p> <p><b>Thank the learners for their participation and wish them every success with their SDM work. Ask them to ensure that they ask for feedback when they delivery their training and pass on the feedback information to the Delivery Partner.</b></p>	<p>Satisfaction survey handouts</p>
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