

Interactive Training Planning Sheet

1. Person's name
2. Select an activity that would normally be carried out at this time:
3. Identify which parts of the task the person can do with some help and which parts you will fill in for them

Major Components	On Own	With Help	Me to do

4. How will you present the activity?

How will you prepare for the activity so that the flow of activity is maintained?
How will you present the activity to the person? Write a couple of lines explaining your plan.

5. What kind of help will you provide?

6. How will you maximise the person's control of the situation?

**Person-centred active support
Worksheet 3.4**

This is almost exactly the same as a document written by Jim Mansell and Julie Beadle-Brown, Tizard University of Kent at Canterbury

Areas to improve

You can use this checklist to help identify areas in which person-centred active support could be improved.

Preparation	Yes	No	N/A
1. Was the situation suitable and natural for the activity?			
2. Was the activity 'real' (not make-work or pretend)			
3. Were there alternatives going on that the person could access instead?			
4. Did the activity follow on smoothly from previous activity (or was the person kept waiting)?			
Successful Strategies	Helpful Hints		
Presentation	Yes	No	N/A
5. Was the task presented carefully (ie not too tentative, not too bossy, using appropriate non-verbal as well as verbal cues)			
6. Did the speech used appear to match the person's usual level of understanding (e.g. was the speech used too simple or too difficult for the person)?			
7. Was the initial amount of help provided enough to make sure the person started successfully?			
Successful Strategies	Helpful Hints		
Assistance	Yes	No	N/A
8. Were most opportunities to involve the person in parts of this activity taken?			
9. Was the person given enough time to respond before staff provided higher levels and/or a different type of help?			
10. Did staff provide enough assistance to enable the person to succeed?			
11. Did staff move on to give higher levels of assistance if needed (rather than e.g. repeat instructions)			

12. Did staff provide help in a way the person seemed comfortable with?			
13. Did staff provide appropriate levels of conversation and interaction (not too little, not too much)?			
Successful Strategies	Helpful Hints		
Success	Yes	No	N/A
14. Did the person succeed in completing the task (with whatever help they needed)?			
15. Did staff allow the person to experience successful completion (that is, the final bit of the activity)?			
16. Was success recognised and acknowledged in a natural and genuine way?			
17. Was the person's effort recognised and acknowledged positively even if the person was not successful			
18. Did success lead straight on to the next activity?			
Successful Strategies	Helpful Hints		
Style	Yes	No	N/A
19. Did staff respect decisions made by the person during the course of the activity (ie not over-ride reasonable decisions or preferences)?			
20. Did staff notice and respond to attempts by the person to communicate?			
21. Was the staff member friendly, warm and respectful in their interaction (eg not nagging or bossy)?			
22. Did staff manage challenging behaviour in a calm, matter-of-fact way?			
Successful Strategies	Helpful Hints		

Comments

How to Do 1:1 Interactive Training

The basic sequence is:

1. Introduction
2. Model how to do Active Support
3. Discussion and Feedback

4. Introduction
5. Staff member does Active Support
6. Discussion and Feedback

Here's what to do in a bit more detail:

1. Introduce the 1:1 Interactive Training in the following way:

What we are going to do today is a Training Activity. This means that the way we do Active Support today will include planning, writing up the plan and doing so in a detailed way. As you become familiar with how to do active support you will do it in a more natural way. Eventually, with enough practice, it will become second nature and automatic.

2. Select a resident and get their Person Centred Plan if there is one. Look at the plan to see if there is an activity that they like that is natural to the situation. If not choose one that is.
3. Both you and the staff go through the Steps on the **Interactive Training Planning Sheet** in relation to the resident and the chosen activity.
4. Tell the staff member that you will demonstrate how to do Active Support. Ask them to observe how you go about supporting the resident to become involved in doing the activity.
5. After demonstrating Active Support, jointly go through Worksheet 3.4.
6. Say that now you would like to give them a chance to have a go at using the skills of Active Support with you observing and then discussing what happened.
7. Select a resident and get their Person Centred Plan if there is one. Look at the plan to see if there is an activity that they like that is natural to the situation. If not choose one that is.
8. Both you and the staff go through the Steps on the **Interactive Training Planning Sheet** in relation to the resident and the chosen activity.
9. Ask the staff member to carry out the plan that you have jointly developed as a result of doing step 8 (above).
10. At the end of the activity give some overall feedback of a positive or empathic nature. Ask the staff member how they felt it went (this gives them a chance to give reasons for any mistakes or omissions they made). Then jointly go through Worksheet 3.4 with them. Try to emphasise the positive feedback.