

This manual is intended for people who are going to use materials for educational purposes. The manual gives tips on how to go through different tasks. If you want to, you can make changes for example in the order of the tasks and how to do them. The discussions that may possibly arise from these tasks can benefit the learning progress so make sure you have time for them too.

Start with a question and watch Pekka's story

Ask the participants to discuss what thoughts first come to their mind from the words “self-directed support”. The purpose of this reflection is to get the participants to recognize their own thoughts related to this subject. Receiving new information and replacing your own possibly false images may be easier if you've had a little thought about the subject first. After some reflection watch the video of Pekka's day and read about his recent news.

Now you can discuss if the things that you just heard the same as the ideas you had in the beginning about self-directed support? If you want to, you can ask the students to share their thoughts for example in pairs, in small groups or for all the participants.

Take advantage of materials from previous contents

Make use of materials from workbook for people and families and from support staff guide. After this, if possible, you can watch Simon's and Keith's video, which includes their thoughts and recommendations about self-directed support. Simon Duffy is the founder and director of the Centre for Welfare. He has been rewarded several times for his own work to promote self-directed support. Keith Etherington lives in Scotland and has been as a social worker actively developing functioning self-directed support system in Scotland.

After you have watched the video, you can ask the participants to answer to the questions related to the video (alone, in pairs or in groups). If possible and if you want to, everyone can tell their thoughts about the video.

Questions

- How do Simon and Keith justify the importance of self-directed support?
- Simon and Keith highlighted what makes SDS difficult - what were they?

At this stage you can also watch the Skills-animation together.

Go through examples about self-directed support in practice

Now you can read about examples from real life about self-directed support. Story of Ville includes the video you can choose to watch together. These are meant to give the participants various perspectives relating to this same subject. The stories are chosen in a way that you can see perspectives of two different employees and perspectives of many different clients. In addition to the story, everyone is given an assignment, a question paper with instructions for the task. The question paper has also room to write down the answers.

You can do this task for example in these ways:

- a) Break the group in four smaller groups. One group reads one example story and thinks about the answers to the questions in assignment together.
- b) Everyone reads and answers independently each question. If you work this way, make sure that no story is left unread.

When the task is finished, it's worth going through it again together. In this way, different perspectives will become familiar to everyone in the group. In the assignment, the participants were asked to prepare a brief outline about the story they were given.

Questions:

Prepare to tell others of the person you read about and how self-directed support is related to their lives. If something in particular about the story stuck in your mind, share that with others, too. Also consider the following questions based on what you read:

- Why planning together and making own plans are important?
- What kind of challenges there can be to agree the plans or organizing the budget?
- How can you be sure that the person benefits from self-directed support?

Observation: 3rd question (how can you be sure that the person benefits from self-directed support?) is meant to raise thoughts that nothing can be certain and that the employees should tolerate uncertainty. You can never be sure that the plan for self-directed support works with the individual. What works with some may not work with others. Simon and Keith said in the video, that you should not be afraid of failures. Even if the plan doesn't work out, you don't have to look for someone to blame. In these cases no one – an employee, person himself, a close one or relative – has not necessarily made mistakes. The plan just needs to be changed.

Make the support plans

The purpose of the “support plan task” is to get the participants to think what kinds of things should be considered while making it. Above all, the purpose of this task is to get yourself to think about what you would wish and want if you were in the client’s position. Everyone should consider this task from a person-oriented perspective. Although the amount of budget available in self-directed support is significant, the fulfilling of a client’s desires and needs in a different way than in the current situation matters more in this task.

The assignment has three different stories which are the basis for creating the support plans. There are also helping questions for making the support plan. Those are not mandatory to use, but it can help some participants to do the task and create the support plan. The assignment can also be given as homework. However, it would be important from the participants point of view that everyone would go through the support plans together. The same story could offer many different support plans. It is important to be aware that one plan is no better than the other. There is no one right answer to the task. But only with the person-oriented approach, it is possible to find a solution that really benefits the individuals.

Make a summary

Multiple choice questions are meant to ensure that the participants have understood the core issues of self-directed support correctly. In the task “self-directed supports threats and opportunities” it is meant to view self-directed support from a realistic perspective. The final discussion allows you to hear many different perspectives and thoughts that can benefit your own learning progress.

The guidance of this paper is an example of how Skills educational/teaching materials can be used to teach you about self-directed support and to share that information. This material can be tailored to be best suited for you and your group. Please remember, that there is more information about this subject on the internet.

Multiple-choice questions

1. The main purpose of self-directed support is to
 - a) save the Government money
 - b) enable the achievement of human rights
 - c) standardise health and social care services

2. The power of decision making in self-directed support mainly belongs to
 - a) the person themselves
 - b) the person's relatives or people close to them
 - c) the social worker involved with the person

True or false- claims

3. Only people who are able to express themselves clearly, for example in speech or by typing, are able to access self-directed support.
 - a) True
 - b) False

4. The main purpose of self-directed support is that the person has the same rights, responsibility and freedom to decide for themselves, just like everyone else.
 - a) True
 - b) False

5. If the person does not bring up the matter of self-directed support, they don't have to be informed about it.
 - a) True
 - b) False

Questions

6. If someone asked you, how would you describe self-directed support? (3-5 sentences).

7. Threats and opportunities of self-directed support
 - a) What are the challenges in implementing self-directed support? Which things make it difficult to implement?
 - b) Can these challenges be met? How? Is it possible to overcome these challenges so that they don't become an obstacle to the whole activity?