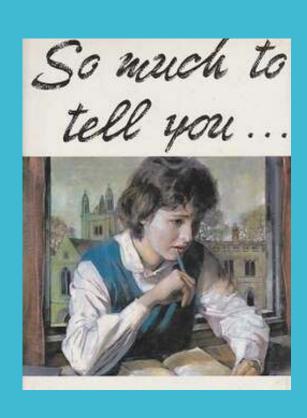
### It's Not About Helping More, But Helping Better: Active Support in Action

Julie Beadle-Brown



**ENABLING BETTER LIV** 

### Focus for today



- Setting the context putting policy and ideology interpractice
- Understand the importance of Active Engagement
- Provide an introduction to the four essentials of Active Support
- Draw on the research around Active Support



### Policy into practice; values into action

People with disabilities...

...have the same human rights as everyone else.

UN Convention on the R of Persons with Disabiliti

#### What should the UNCRPD mean for people

- Choice and control
- Participation and inclusion
  - Education
  - Work
  - Community life
  - Leisure, sport, culture
  - Family life
- Independent living

### But the reality.....

01

Across the world, many children and adults with disabilities still live, work and learn in segregated settings; many still in large congregate settings.

02

Limited data available but what does exist tells us that people rarely have choice and control over:

- Where they live
- Who they live with
- Who provides their support and when
- How they spend their time and money.

03

People with disa rarely have jobs often want one a live on the pover

Limited social ne

Limited participa

### **Quality of Life**



#### Basic needs met

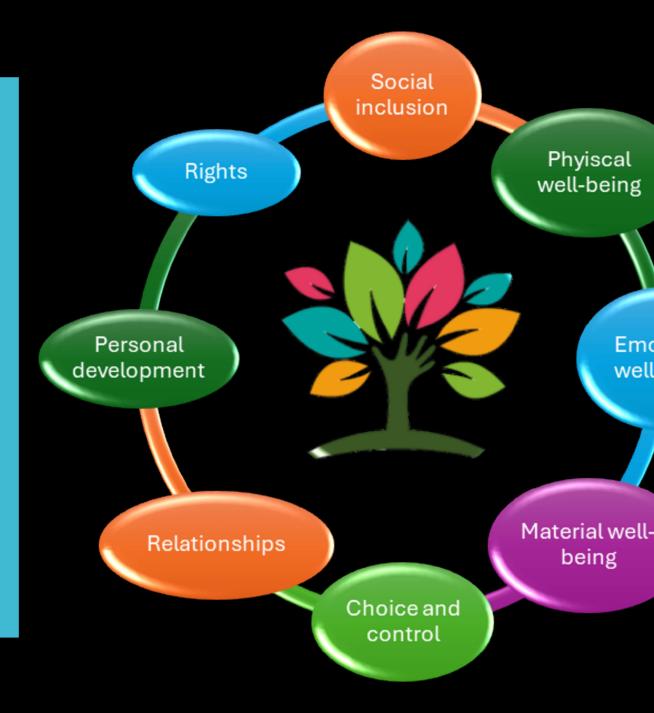
e.g. Shelter, food and drink, clothes, dignity, safety, human rights, control



"Life enrichers"

e.g. learning, relationships, choices, soc inclusion, civil rights

### 8 domains



### Quality of life – some important points

- Quality of Life is made up of the same factors and relationships for all people (i.e., for those with and those without disabilities). The eight domains go across cultures, countries, age groups and individuals.
- 2. What each domain looks like for any one individual will depend on a range of factors current skills, preferences, experiences and even the state of the nation they live in. Will change over time.
- 3. Goals and learning **new** skills are important but not the only things in life.



So in

## What does quality of life look like in practice?

To experience an enhanced level of quality of on any domain, requires the person to be actively taking part in everything that is going around them – in activities, tasks, interaction choices and decisions.

- Being able to meet our basic needs as independently as possible is important for our emotional well-being (e.g. self-esteem)
- We cannot learn or develop if we never do any new
- We cannot make real choice and have control experience and nothing to control
- We cannot become more included, accepted, in our community if we never go and participa the same places and activities as other people
- We cannot build relationships if we have no shinterests and activities

We call this participation 'ACTIVE ENGAGEMENT".

#### 1. Disengagement







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#### 2. Passive involvement



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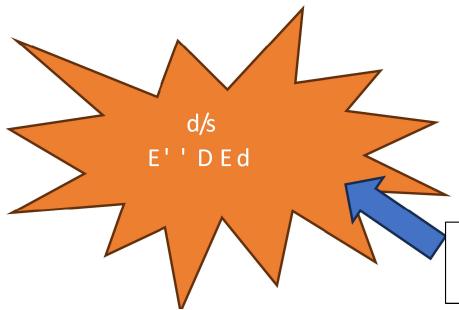


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#### 3. Active Engagement

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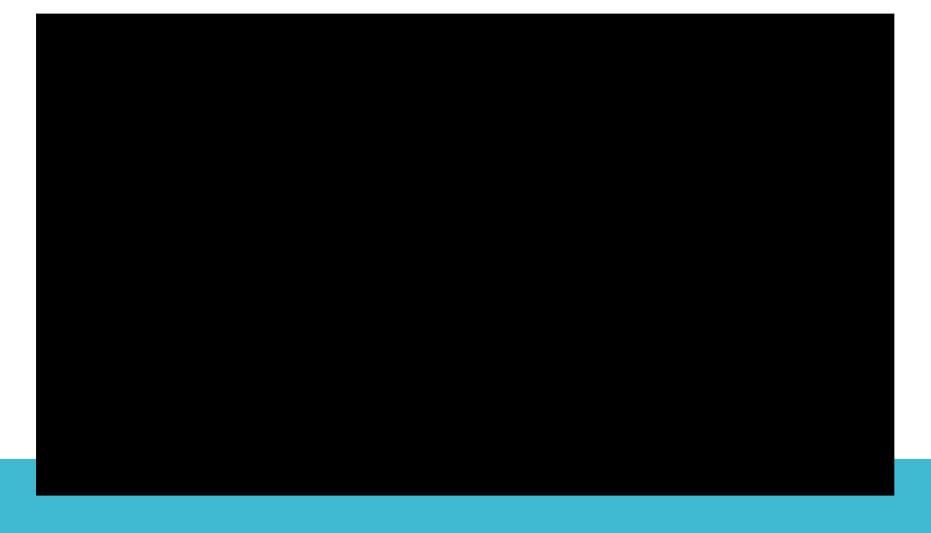
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Disengagement versus Active Engagemer



Disengagement versus Active Engagemer

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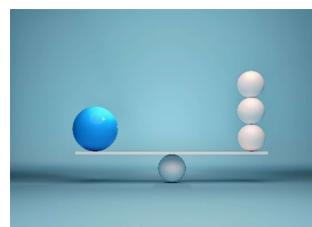
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### Why is engagement so important?



- "Inactivity withers the body, and the mind" engagement is good for us – physically and emotionally
- People show adjustment and happiness when they are engaged
- Experience underpins development
- It provides the basis for friendship and being together
- Engagement allows us to show who we are and what we can do
- It is the means by which we look after ourselves and those who we care about

What do we know about increasing engagement and quality of life?

- Research tells us that HOW support is provided is critical
- The way that staff (or others) support people can compensate for the other key factor tha impacts on the quality of people's lives – leve of support needs.
- HOW = enabling and empowering individual in all elements of their lives – More time doin things WITH people rather than just doing T or FOR them.
- We call this PERSON-CENTERED ACTIVE SUPPORT

# Person-centred active support

Focuses on enabling and empowering people to *actively* participate in all aspects of their lives and in all the opportunities offered at home, at work, at school, in the community – in activities, tasks and interactions/relationships (active engagement).

So that people become *more* independent, have *more* control over their lives and become *more* included as a valued member of their community (*quality of life*).

Irrespective of the degree of disability or the presence of additional needs and challenges (zero rejection – no one is too disabled, "complex", "difficult", sick....).

### Everyone can participate...

- With enough of the right help, EVERYONE can take part *more* in all the activities going on around them and can have *more* control over their lives, even it they don't have all the skills needed.
- You are never too young or too old to be *more* engaged.
- Support (human and equipment) bridges the gap between what people can do and what is needed for success.









### What does active support look like?

What would we

#### Every moment has potential



Everything that happens at home, or college, at work and in the comman opportunity

- to participate,
- to learn new skills,
- to practice existing ones
- to discover new interests or enjo existing ones
- to interact with others
- to use your body (physiotherapy
- to have experiences that enable make future choices

#### Little and Often



- New experiences are easiest in sm doses
- Not rushing but working at people pace
- Lots of opportunities spread across the day better

Making it simple to understand an to be able to respond – sensitive invitations





Providing the right support to ensure success (graded

assistance)











- Providing the *right* sup for *that* person in *that* a at *that* time
- Just enough support to ensure success (you are teaching but enabling (or repeatedly) successful participation)
  - Provide less support to increase independence control.
  - Provide more support ensure success.

#### Maximizing Choice and Control



- \*Can't have control if nothing happening to have control or need to support action and r decisions while engaged.
- Broaden experience by enco participation 'little and often' before you buy...)
- \*Especially important for those show behaviour that results restrictive responses and lim quality of life.
- Sometimes we don't have chover what we do but can have control over when, how and how long we do it.

Remember... rarely is there just one way to do anything....

Person-centred is finding how the person likes or needs to peel potatoes....

















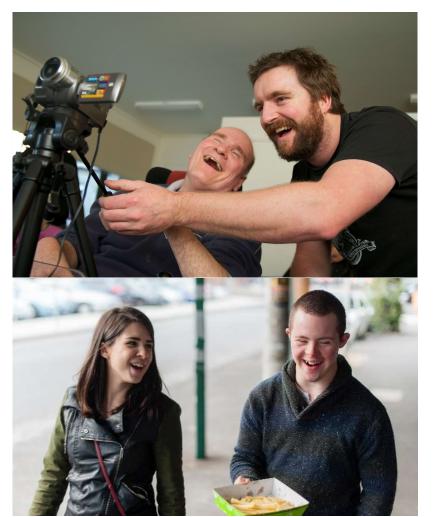


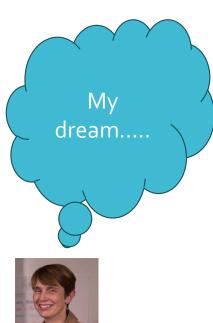
### Community, Relationships & Work

Supporting more than one person at a time.
Active support does not require 1:1

### Person-centred active support is about getting the best of both worlds – skilled support and warm interactions.

Laughter, shared interests and shared activities build trust and rapport, for children and adults.









# What happens when we do active support well

### What do we know from research?

- People get more engaged
- People experience a greater range of opportunities and activities
- People participate more in the community
- People have more choice and control
- People experience better emotional well-being less depression, less challenging behaviour (at least for many and for others a better quality of life in spite or challenging behaviour).
- People learn new skills

### What do we know from research?

- Staff are more satisfied in their job and less likely to leave
- Active Support is cost-effective funders get value for money.

# What do we know is needed to make Active Support happen?

An introduction reserved implementation

#### Summary of findings from Bigby et al. (2019)

