



Melbourne Citymission
Building Inclusive Communities

Auspiced by

Developing a strategy for the implementation of self-directed approaches.

Questions to focus our thinking:

- ❖ Where are we now?
- ❖ What is working and not working?
- ❖ Where do we *want* to be in 2 years' time?
- ❖ Where do we *need* to be in 1 year's time?
- ❖ What are our next steps (what, who, by when?)

This document created by Helen Sanderson, and modified by Michelle Harmer Project Worker for the Case Management Action Group auspiced by Melbourne Citymission, is designed to help you develop your regions strategy towards the implementation of self-directed approaches.

Context

Self-direction makes sure focus remains on the individual at the centre of all activity and decision making.



Figure 1: Self-directed approaches

Who are we offering self-directed options to?
(E.g.: only people we think have the ability to, people in transition, older people).

Who?
Why?
How are we doing this?
Over what time period?

¹ Support Your Way: A Self Directed Approach for Victorians with a disability. Victorian Government Department of Human Services Melbourne, Victoria 2008

1. Communication

Everyone needs to know what self directed options are and what it means for them or their role. This should include the planning and review process, and would take into account different ways of sharing information (for example, written, web information, information days, training) as well as access and cultural issues.

How are we making sure that everyone knows what self directed options are and what it means for them or their role? Think about:

- ✗ Individuals and their families
- ✗ Case managers
- ✗ Health professionals
- ✗ other people providing help with support planning (independent support brokers, community venues)

Where are we now?

What is working and not working?

Where do we want to be in 2 years time?

Where do we need to be in 1 year's time?

What action will we take to get there?

What?	Who?	By When?

2. People who can provide help with planning.

There needs to be a range of people that can help individuals to plan – not just, for example, case managers or facilitators.

Who are the different groups of people offering help with planning?

How are people with disabilities involved in providing planning or planning support (for example as peer mentors)?

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What?	Who?	By When?

3. Training and support for 'those in planning roles'

Those helping people with planning may need training and will benefit from a range of supports. Facilitators get to know what is working and not working in planning/ this information should be shared and used by all in planning roles.

How are people providing help with planning trained and supported? How are we building local capacity to deliver this training and support? How are we gathering and sharing our learning?

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What?	Who?	By When?

4. Different ways that people can develop their plan.

It is helpful to be offering a range of ways that people can plan, e.g.

- ✗ One-to-one support
- ✗ With others who are planning
- ✗ Using guides, graphic templates or other graphic resources.

What are the different ways that people can develop their planning funding and support? Are there opportunities to develop support plans with other people in a small group, for example using **Circles of Support**?

Do people have opportunities to use available guides and resources? E.g.: **Information for My Plan, Step-by-Step guide to support planning**, the **Life and Support Plan** process, **Personal Planning** book?

Do people have opportunities to use a graphic process, for example the **Support Planning Graphic**?

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What?	Who?	By When?

5. Information about what is possible, and what people can and cannot spend their funding on. How are 'images of possibility' shared with people?

People need to be aware of what is possible, and what they can and cannot spend their funding on on.

Do people have information on what they can and cannot spend their funding on?

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What?	Who?	By When?

6. Agreeing on a plan.

There must be a process for signing off or agreeing on a plan based on shared expectations of what needs to be in a plan.

How are support plans agreed and who does this? When is this done?

What criteria are used (for example the 7 criteria in **What Needs to be in a Support Plan**)?

Do individuals and those who help people with planning know what the criteria are?

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7. Review Process

There must be a review process for individuals to use.

How are plans reviewed? Who reviews them and when?

What process is used? Do people have the option to review in small groups as well as individually? How is learning from the reviews shared?

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8. Learning from our experiences

There should be a process to learn from our planning experiences around:

- ✘ What is working and not working about how people are helped to develop plans?
- ✘ What is working and not working about the review process?

How are you learning from what is involved in planning and peoples experiences of developing plans as well as reviewing these? How is this information currently being used and shared?

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To find out more about the implementation of self-directed approaches in the North and West Region visit the CMAG website:

<http://www.cmag.org.au/about/projects/Regional-Planning-Framework-Project.html>

The Case Management Action Group (CMAG) is auspiced through Melbourne Citymission
www.melbournecitymission.com.au



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