

Disability Resource Hub Disclaimer

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1 Activity

2 Being present

3 Having presence

4 Actively participating

5 Connecting

6 Contributing

presence to contribution

This tool helps when thinking with people about what they do on a day to day basis and the opportunities these present for getting involved, meeting new people, making connections and contributing to their community.

What the different headings mean:

Activity

= *the activity the person is involved in or interested in. (ie going to the football, art classes, going to church).*

Being present

= *“being there” – the person is physically there, where the activity takes place.*

Having presence

= *Other people notice/ are aware of the person. They are engaged in such a way that other people know they are there and may acknowledge their presence.*

Actively participating

= *the person actively engaged in the activity.*

connecting

= *the person has the opportunity to interact with people and make connections.*

contributing

= *the person is making a contribution within the activity or to the group/club. (helping out as other contributing members may).*

This tool can help people to break activities down and think about what needs to happen in order to support more real connections.

This information was developed by Helen Sanderson Associates (Australia) in 2011, for Ageing Disability and Home Care, Department of Human Services NSW, as a resource to support the Lifestyle Planning Practice Guide and Tools. Most of these tools are Person Centred Thinking tools, and were either developed by The Learning Community for Person Centred Practices, or Helen Sanderson Associates. They are used here with permission. We would like to thank the residents, family members and staff for their time and support in developing examples.

These instructions are not intended as a substitute for training. If you are using these tools for the first time and have not attended a Person Centred Thinking course, please seek support from a colleague or manager who has attended training.



1 Activity

2 Being present

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1. Asking questions like. "what would it look like for if they were connected in this particular community?" "what are some steps we can take to support this?"

2. Asking questions that get people to think about the persons gifts, strengths and positive attributes can help them to come up with ideas for contributions that the person may like to make / things they have to offer.

tips



What was written when we first used the tool.

1 Activity

Painting

2 Being present

Find a class or group in the local area for Wendy to go to.

("somewhere that people won't stare at me because I use a head pointer for my brush").

3 Having presence

Knowing people's names and them saying hi to me and not just talking to my support worker.

5 Connecting

Saying more than "hi" to people.
Having a proper conversation.

6 Contributing

People seeing me as someone else to ask advice from and people wanting to know what I think about things in class. Maybe helping with ideas.

4 Actively participating

Painting in the class and being just one of the group.

1. Asking questions like. "what would it look like for if they were connected in this particular community?" "what are some steps we can take to support this?"

2. Asking questions that get people to think about the persons gifts, strengths and positive attributes can help them to come up with ideas for contributions that the person may like to make / things they have to offer.



1 Activity

Painting

2 Being present

Finding an artist's group at a local community centre where other artists came together once a fortnight to paint, draw, share ideas and tips. Being supported by staff to go there.

3 Having presence

People knowing my name and not just talking to my support worker.

5 Connecting

People always chatted before and after the art sessions – my support worker Kara suggested that we could arrive a bit earlier and not leave straight away. We had to change the taxi booking to do this but it meant that I had time to chat. People started asking me to use my spell board and not just ask me yes or no questions. I got asked for coffee by a couple of people. When I'd been going to the group for about 6 months one of the people in the group (Jenni) asked if she could help me with my coffee instead of staff. I had to miss class sometimes because there wasn't enough staff, Jenni and David said that I didn't need to bring staff to be there because other people could help me out. I started catching the taxi by myself and someone would meet me out the front.

6 Contributing

Starting to help pack up at the end of class – I can carry a lot if I have the tray on my wheelchair! People asking my opinion on their artwork.

4 Actively participating

Just being another person in the class doing my painting.

1. Asking questions like. "what would it look like for if they were connected in this particular community?" "what are some steps we can take to support this?"
2. Asking questions that get people to think about the persons gifts, strengths and positive attributes can help them to come up with ideas for contributions that the person may like to make / things they have to offer.

