

## **Disability Resource Hub Disclaimer**

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# Good days/bad days

By looking at what makes good and bad days for the person, you can start to identify themes and patterns. These themes and patterns can help with understanding what's important to the person and how to best support them.

If the person can tell you directly ask them what sorts of things happen on a good day, and what sorts of things happen on a bad day – people may need extra prompts, eg.

- **What sorts of things happen on a good/bad day.**
- **Who is around? It might be about what people do/don't do to/with you.**
- **Are there any particular foods or drinks.**
- **Is it about routines, rhythm or pace – e.g. People rushing, nothing happening.**

If the person can't tell you with words, what do you notice from their behaviour or actions? Ask a range of people about the sorts of things they think help the person have good and bad days.

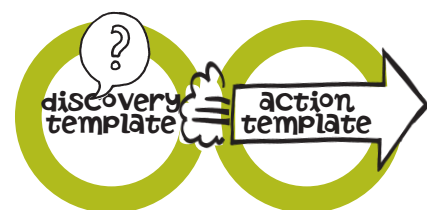
When the information has been recorded, look for those patterns and themes, see if a particular topic seems to come up on both sides or more than once. What does it tell you about what's important to the person? Information about what's important to the person will come from both the good and bad day list, the bad day list may help get clear about those things that the person wants to be absent from their life.

Discuss what others may need to know and do to support the person to have more good days, or if possible, to stop the things on the bad day list from happening. Sometimes the things on the bad day list may be out of other people's control though e.g. "It's cold and rainy," or "have a seizure." In this situation, talk together about what others can do that is helpful, or what the person doesn't like others to do in response. You may need to find out why or what it is about the bad day statement that the person doesn't like. For example the person may not like cold, rainy days because they dislike being cold, or they may just not like being stuck indoors. Record this information under a heading of How to Best Support... or What do Others Need to Know and Do to Support...

When you've recorded information about what's important to the person and how best to support them, see if there are any immediate actions that need to be taken. Can anything be done straight away in order to help the person have more good days or to change bad day things that are happening regularly? Record any actions as specifically as possible, with names and timelines.

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.

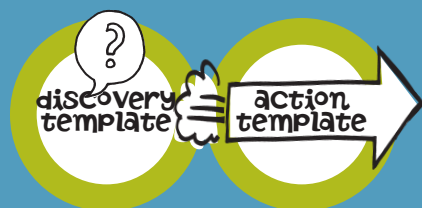
These instructions are not intended as a substitute for training. If you are using these tools for the first time and have not attended a Person Centred Thinking course, please seek support from a colleague or manager who has attended training.



Good day

Bad day

tips





## Good day

### Good Day for Judith at home

Staff answer all her questions all the time  
Going to work  
Going out with Mum and Dad  
Being able to out for a drive at weekends  
Having chocolate cake and chocolate milk on Tuesdays  
All dressed up - Earrings, necklace, perfume  
Routine of the day goes as fast as she likes it to be - her pace!

### Good Day for Judith at Day Program

Staff listen and watch, they suggest rather than direct  
Staff don't touch her things unless she says it's okay  
Judith knows what's going to happen and what's coming up  
She's kept busy  
Judith trusts the staff/they work well with her  
Other clients don't touch her things  
Being pampered - makeup, hand cream etc - this can turn a bad day in to a good one.



## Bad day

### Bad Day for Judith at home

Tummy bloated  
In pain  
When staff are time poor and can't answer her questions in as much detail as she needs  
When the routine changes  
When the centre is closed  
Feeling cold  
Lots of noise and social chitchat that she is not involved in  
Feeling anxious

### Bad Day for Judith at Day program

Staff assume she's doing something "wrong"  
Staff boss her around  
Staff try to control her  
Staff touch things without asking or if she doesn't want them to  
Judith doesn't know or is confused about what's happening  
Plans get changed and she isn't told  
Being bored  
Having to be with staff she doesn't trust (they don't listen to her and they touch her things without asking)  
Other clients touching her things.