

# 12

## Provide support to maintain and develop skills for everyday life (HSC 3003)



### Assessment of this unit

This unit provides the knowledge and skills required to work with individuals who need to retain, regain and develop skills for everyday life. The unit is relevant to work in a wide range of health and social care roles and work settings. You will need to demonstrate that you:

1. Understand the context of supporting skills for everyday life.
2. Are able to support individuals to plan for maintaining and developing skills for everyday life.
3. Can support individuals to retain, regain and develop skills for everyday life.
4. Are able to evaluate support for developing or maintaining skills for everyday life.

To complete this unit successfully you will need to produce evidence of your knowledge as shown in the 'What you need to know' chart opposite. You also need to produce evidence of your practical ability as shown in the 'What you need to do' chart. The 'What you need to do' criteria must be assessed in a real work environment by a vocationally competent assessor. Your tutor or assessor will help you to prepare for your assessment and the tasks suggested in this chapter will help you to create the evidence you need.

### AC What you need to know

- |     |  |
|-----|--|
| 1.1 | Compare methods for developing and maintaining skills for everyday life                                      |
| 1.2 | Analyse the reasons why individuals may need support to maintain, regain or develop skills for everyday life |
| 1.3 | Explain how maintaining, regaining or developing skills can benefit individuals                              |

### AC What you need to do

- |     |  |
|-----|--|
| 2.1 | Work with an individual and others to identify skills for everyday life that need to be supported                          |
| 2.2 | Agree with the individual a plan for developing or maintaining the skills identified                                       |
| 2.3 | Analyse possible sources of conflict that may arise when planning and ways to resolve them                                 |
| 2.4 | Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it |
| 3.1 | Provide agreed support to develop or maintain skills, in a way that promotes active participation                          |
| 3.2 | Give positive and constructive feedback to the individual during activities to develop or maintain their skills            |
| 3.3 | Describe actions to take if an individual becomes distressed or unable to continue   |
| 4.1 | Work with an individual and others to agree criteria and processes for evaluating support                                  |
| 4.2 | Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used                             |
| 4.3 | Agree revisions to the plan  |
| 4.4 | Record and report in line with agreed ways of working  |

The assessment criteria 2.1 – 4.4 must be assessed in a real work environment.

This unit is designed to develop your working practice, which is relevant to every chapter of this book, but has particular links to other mandatory units:

- |                 |   |
|-----------------|---|
| <b>HSC 3013</b> | Support individuals to access and use facilities and services             |
| <b>HSC 3020</b> | Facilitate person-centred assessment, planning, implementation and review |
| <b>HSC 3004</b> | Support individuals in learning or development activities                 |

*Some of your learning will be repeated in these units and will give you the chance to review your knowledge and understanding.*

## How are skills for everyday life developed and maintained?

Skills for everyday life allow people do to the things that meet their daily needs. These are also known as **activities of daily living** that have a direct affect on any individual's health and well-being, as shown in Figure 12.1.

### Doing things *with* individuals

It is often thought that care workers look after people by doing things for them. Another approach is to do things with people. Today care workers should work in **partnership** with individuals and groups of individuals. Partnership is about working together as equals in order to:

- ▶ support the individual to make as many decisions about their care as possible
- ▶ support the individual to do as much for themselves as possible.

### Your assessment criteria:

- 1.1** Compare methods for developing and maintaining skills for everyday life.

### Key terms

**Activities of daily living:** skills that directly affect an individual's everyday health and well-being

**Partnership:** working together as equals



Figure 12.1 Skills for everyday living

### Case study

Charlie is admitted to Hillcrest mental health unit after he is found living on the streets and drunk. He has a long history of mental health problems. A few weeks previously he ran away from the hostel where he had been living.

On admission his care plan is drawn up with his key nurse. In it they agree that Charlie would decide how long he would stay in the unit, be able to visit the hostel again and would prepare his own food and wash his own clothes. He would also attend occupational therapy to pursue his hobby of wood carving and take part in classes about the effects of alcohol on physical and mental health.

At the end of his stay at Hillcrest the care workers at the hostel comment that the support Charlie received at the mental health unit has helped him retain and regain his everyday living skills. Charlie says it makes him feel better about himself knowing that he has actively participated in his own care.

1. How does Charlie's key nurse support Charlie in actively participating in his own care?
2. What are the benefits for Charlie?
3. How has using his everyday living skills affected Charlie's self esteem?



Working in partnership can maintain and develop individual skills

### Doing things for individuals

Providing too much care can make people's problems worse:

- ▶ Individuals can lose skills they once used
- ▶ Individuals do not learn new skills
- ▶ Individuals do not regain skills they have lost.

### Case study

Mandy is a new care worker at the supported living centre for people with learning disabilities. She feels sorry for Tim when he comes to the centre because his mother who usually looks after him is going into hospital for an operation. She knows that Tim is worried and doesn't understand why he is brought to the centre today. Afterwards he is going to stay with another family he has only met once before until his mother is able to look after him again.

Tim's care plan says that he is to do as much for himself as he is able to and that he should be supported to use his daily living skills. Mandy, though, decides to do things for Tim instead. She takes his coat and hangs it up in the corridor, gets him a hot drink, and at lunch time makes some beans on toast for him instead of supporting him to prepare a meal.

1. To what extent is Mandy working in partnership with Tim?
2. Does she help him:
  - a) retain skills in every day living?
  - b) regain skills in everyday living?
  - c) learn new skills in everyday living?
3. Why do you think care workers sometimes decide to do tasks for individuals rather than support and encourage them to do these tasks for themselves?

### Your assessment criteria:

- 1.1** Compare methods for developing and maintaining skills for everyday life.

### Reflect

Is it easier to learn a new skill than to regain a lost skill? Reflect on your own experience of trying to learn skills.



Care workers consider individual needs when maintaining skills for everyday life

### Knowledge Assessment Task

**1.1**

Health and social care practitioners need to understand how best to support individuals who need to develop or maintain their skills for every day life. With reference to your own care practice, produce a poster or a table that compares methods for developing and maintaining individual's skills for everyday life. Your poster or table should take account of:

- a) doing things for individuals
- b) doing things with individuals.

Discuss your poster with your assessor, making sure you use a specific example of an individual who requires support to learn a new skill, retain an existing skill or regain a lost skill.

Keep a copy of any written work that you produce as evidence for your assessment.

### Investigate

What policy documents are available in your work area for encouraging active participation in everyday activities and using skills in everyday life? Try to find and review these, noting how active participation is or isn't encouraged.

### Discuss

What do your friends and colleagues say are the benefits of partnership working with individuals? Discuss this issue, sharing ideas and experiences to extend your knowledge.



Care workers can still involve the individual even when doing things for them

### Why do individuals need support to maintain, regain, or develop skills?

At different stages of life individuals might have different health problems that affect their skills for everyday life, as shown in Figure 12.2. Being aware of the activities of daily living helps care workers understand the problems that individuals might have.

**Figure 12.2** Problems with everyday living skills

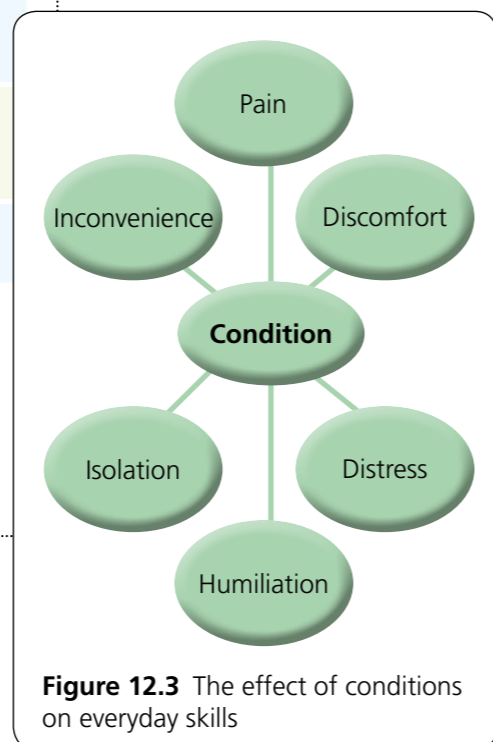
Problem	An example of the effect on everyday living skills
Physical health	Feeling unwell such as with a fever leads to tiredness and inability to carry on with the usual activities of daily living.
Learning disabilities	An individual with learning disabilities might take longer to learn new everyday skills.
Mental health	An individual with mental health problems might neglect themselves so they do not eat and drink.
Frailty	Older frail people may not be strong enough to dress themselves or prepare their own meals.
Physical disability	Some physical disabilities prevent individuals going shopping unsupported.
Social isolation	An individual who is lonely is less likely to communicate with others.

### What happens if an individual cannot use everyday skills?

If a condition prevents an individual from using skills of everyday life, the result can have a significant impact on the person's quality of life, as outlined in Figure 12.3.

#### Your assessment criteria:

- 1.2** Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life.



**Figure 12.3** The effect of conditions on everyday skills

### Case study

Aled lives alone in an apartment. He has a temporary physical disability resulting from a virus that affects his heart. It has left him very weak and unable to look after himself. There are skills in everyday living that people take for granted until they cannot use them, his nurse explains.

Aled hasn't thought about this before, but now he understands. As he lies on the sofa watching daytime TV programmes he thinks about the skills he has stopped using. It is a more than a week since he left the apartment, and he has hardly spoken to anybody for a couple of days. His meals are delivered and his laundry piles up. He now wishes that he had accepted the offer of support from one of the home help agencies the nurse suggested.

He continues to lie there thinking about what it would be like if his heart condition was permanent. It would be difficult to maintain all his everyday living skills. How long will his weakness last, and will it be difficult to regain the skills he is not using such as socialising, cooking and working for a living?

1. What everyday living skills does Aled not use when he is ill?
2. What is the effect of not using everyday living skills for Aled?
3. Reflect on your own experience of illness. What skills did you stop using?

### Knowledge Assessment Task

**1.2**

With reference to individuals you have provided care or support for (and bearing confidentiality issues in mind) write a brief report or care study that analyses reasons why individuals may need support to maintain, regain or develop skills for everyday life.

Keep a copy of the written work that you produce for this activity as evidence for your assessment.

### Reflect

Why might individuals need support to maintain skills for everyday living? You might want to think about one or two of the people with whom you work as a way of reflecting on this issue.

### Investigate

What information is available on the Internet about how individuals can regain skills in everyday life? Carry out a search, identifying useful sites provided by government, voluntary organisations and support groups.

### Discuss

What do your friends and colleagues say about how an individual's skills for everyday life can be developed if they have a mental or physical health problem? Share your thoughts, ideas and experiences and think about how you can use what you learn to develop your practice.



Care workers can develop their understanding of an individual's condition and how best to work in partnership to maintain, regain and develop their skills



**Your assessment criteria:**

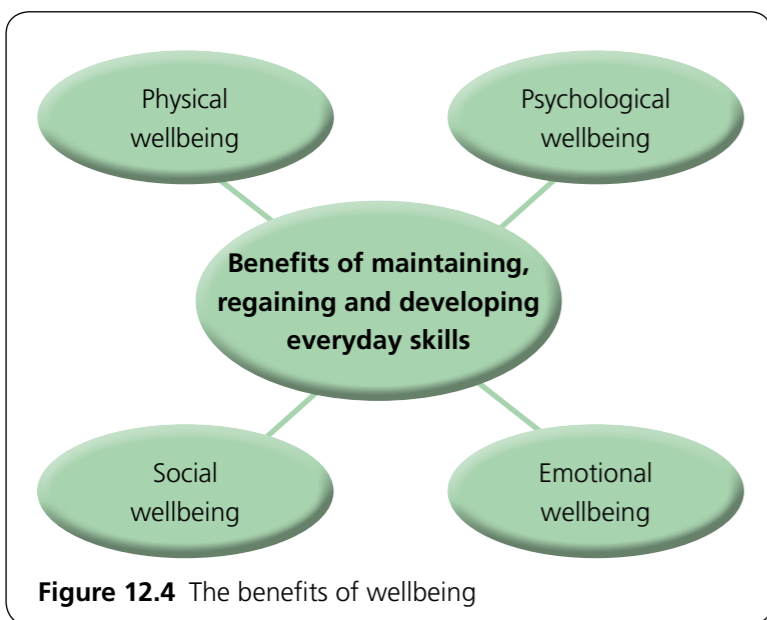
**1.3** Explain how maintaining, regaining or developing skills can benefit individuals.

**Investigate**

What groups, clubs and societies are in your local area where individuals might maintain, regain or develop everyday skills?

**How can maintaining, regaining and developing skills benefit individuals?**

Maintaining, regaining and developing everyday skills can benefit individuals' wellbeing in a range of ways, as shown in Figure 12.4.



**Figure 12.4** The benefits of wellbeing

**What is wellbeing?**

**Wellbeing** is being happy, healthy and prosperous, as outlined in Figure 12.5 opposite. The aim of health and social care work is to protect and promote the wellbeing of individuals. Care workers should assist individuals and groups of individuals with their everyday living needs, and thereby promote their wellbeing.

**Figure 12.5** Benefits from promoting the wellbeing of individuals

Wellbeing	What it includes	How it benefits individuals
Physical	Eating, drinking, cleaning and washing, dressing, exercising and using toilet facilities.	Individuals are freed from hunger and thirst, they look clean and presentable to others, and risk of infections and disease is lowered.
Psychological	Self esteem, being happy and thinking clearly.	Individuals can be more confident and have a good opinion of themselves.
Emotional	Feeling happy and stable.	Individuals are able to avoid emotional distresses such as frequent tearfulness and sadness.
Social	Communicating with others and socialising.	Individuals are able to be part of a community with a sense of belonging, avoiding isolation and loneliness.

**Case study**

Petra has a liver condition as a result of years of alcohol misuse. She stopped drinking several years ago after her doctor explained the severity of the condition to her. She has been told that even though she is only in her late twenties, that to start drinking again would end in her premature death. She was referred to a counsellor who helped her understand through **guided discovery** that one of the reasons she drank heavily is because she does not have other interests.

Today Petra pursues a range of activities and interests, but also continues to gain support from a small group of individuals who have also misused alcohol in the past. They talk about life and its problems, but also socialise together. Among these individuals is Grant, a man nearly twice her age, but with whom she gets on very well. They both belong to the same local ramblers' club. One day Grant asked Petra if she was happy. The question was unexpected, and at first Petra didn't know what to say. After thinking about it a while, though, she confidently said she was and hugged him.

1. In what way does the small support group help Petra in maintaining skills in everyday life?
2. What physical, psychological, emotional and social benefits has Petra regained since abstaining from alcohol?
3. To what extent do the benefits of membership of the local ramblers' club contribute to Petra developing new skills?

**Reflect**

How do individuals where you work maintain skills in everyday life? Reflect on the ways in which different people do (or don't do) this and think about your role in supporting this aspect of people's functioning.

**Discuss**

How can people who are users of health and social care services develop new skills? Discuss with a colleague or your supervisor the different ways in which the people who use your care setting (or other settings that you know of) are enabled to develop new skills for everyday living.

**Key terms**

**Wellbeing:** being healthy, happy and prosperous

**Guided discovery:** used by therapists to help individuals reflect on alternative ways of thinking, leading to changes in perceptions and behaviours

**Knowledge Assessment Task**

**1.3**

You have been asked to contribute a short article to the newsletter of your care organisation. The newsletter is aimed at both service users and their relatives. Your manager has asked you to write up to 500 words explaining how maintaining, regaining or developing skills can benefit individuals. You should focus on the ways in which individuals receiving care or support in your work place are encouraged and enabled to maintain, regain or develop everyday living skills and the reasons for this. Keep a copy of any written work that you produce as evidence for your assessment.

## Be able to support individuals to plan for maintaining and developing skills for everyday life



### Your assessment criteria:

- 2.1 Work with an individual and others to identify skills for everyday life that need to be supported.
- 2.2 Agree with the individual a plan for developing or maintaining the skills identified.

### How can individuals be supported to identify and plan for everyday skills?

Individuals can be supported with identifying skills that need to be maintained, regained or developed. Others might work with you, including those shown in Figure 12.6.

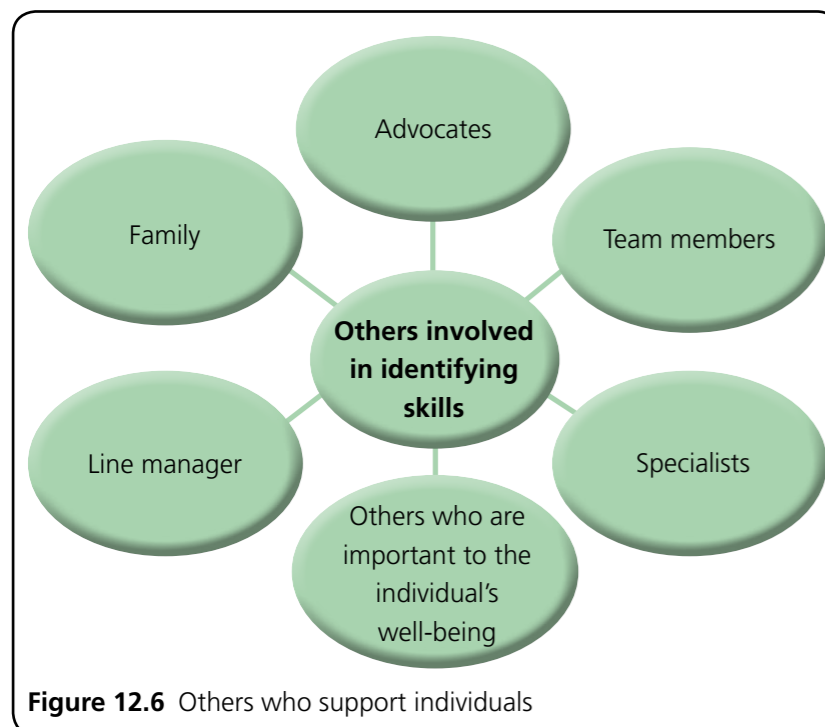


Figure 12.6 Others who support individuals

### How are everyday skills identified?

Individuals might identify their own everyday skills that need to be supported, or you might identify them in partnership with the individual and others. This means working with the individual to make sure that support is provided as needed, as a result of:

- ▶ discussions with the individual
- ▶ discussions with others involved
- ▶ a previous care plan or health and social care history
- ▶ observation and new assessment of the individual.

### Reflect

How can you identify skills that need to be supported when working with an individual? Think about how you do this at the moment and whether there are other strategies that you could use to do so in future.



Discussion with others involved with the individual can help identify and plan for everyday skills

## Agree a plan for developing skills

When an everyday skills need is identified a plan should be made that aims to address the need, as shown in Figure 12.7.

**Figure 12.7** Examples of plans for everyday skills needs

Everyday living skill	Identified everyday need	Plan to meet the identified everyday need
Communication	Tom, who has Asperger's syndrome, is unable to communicate with people he does not know very well.	To gradually increase the number of people Tom can talk with.
Expressing sexuality	Miranda, who has a learning disability, is over-familiar with strangers and is at risk of sexual exploitation.	To be accompanied when she goes to public places.
Eating and drinking	Reggie, who has had depression since his wife died, is unable to cook for himself.	To be offered treatment for his depression and domestic skills classes.
Elimination	Carter has dementia and is incontinent.	To be supported in washing, cleaning and dressing.
Mobility	Dympna has <b>ME</b> and finds it difficult to walk.	To assess and facilitate the use of the most appropriate mobility aid.

### Your assessment criteria:

- 2.1** Work with an individual and others to identify skills for everyday life that need to be supported.
- 2.2** Agree with the individual a plan for developing or maintaining the skills identified.

### Key terms

**ME or myalgic encephalomyelitis:** a syndrome with tiredness, muscle pain and reduced ability to exercise following a viral infection

### Discuss

Identify individuals in your care setting and with your line manager or supervisor discuss their short, medium and long-term goals. To what extent are they different?

### Case study

Terry has **rheumatoid arthritis**, a chronic condition that is painful and which has resulted in him falling in his home. When he stands up he loses balance and has fallen over furniture. On one occasion he fell and knocked a hole through the wall plaster with his head. Pain keeps him awake at night so he is very tired, and there is a risk if he gets up in the night to use the toilet. At his next doctor's appointment, after a long discussion of how the condition has affected Terry's life a plan is agreed. In the short term he is to be given stronger analgesic tablets to dull the pain, and reduce the risk of falling at night. In the medium term Terry's needs for a mobility aid, a walking frame, and help around the home are reviewed, and referrals are made to an occupational therapist, social worker and to a consultant rheumatologist. The referral letters outline how the condition affects Terry's everyday skills, including: mobility, maintaining a safe environment, eating and drinking and sleeping. It is agreed that each professional would be responsible for their specialist long term goals, but would communicate at regular intervals to monitor the plan and ensure the best long term care for Terry.

1. How are Terry's skills in everyday life affected by his condition?
2. To what extent are the short, medium and long-term goals likely to affect the type and level of support Terry receives?
3. In what ways might support from different professionals benefit Terry in maintaining his everyday life skills?

### Key terms

**Rheumatoid arthritis:** a long-term disease that leads to inflammation of the joints



Short-term goals are often about reducing or removing risk to the individual, and should be addressed before longer-term plans are made

## How can conflicts be resolved and plans followed?

In health and social care individuals are encouraged to share decision-making and participate in their own care and care planning. Sometimes there is conflict between their wishes and preferences and what can be provided.

- ▶ you might try to carry out a care activity that the individual does not want
- ▶ the individual prefers an activity that is not going to benefit them.

This can result in risks to the individual and others.

## What kind of situations might cause conflict?

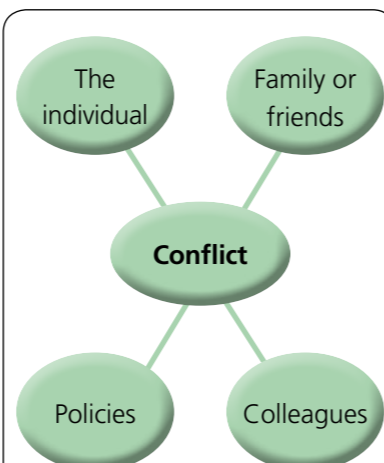
Conflict can arise when there are a number of different situations, as outlined in Figure 12.8. Figure 12.9 shows you some factors that might be involved in the conflict.

**Figure 12.8** Sources of conflict

Conflict	Example
Individual	On the ward where you work an individual is incontinent and needs a bath, but refuses because he denies being incontinent.
Family and friends	In the assisted living centre where you work an individual's family refuse to give permission for a relative to go out shopping for new clothes because they say the individual won't know the difference.
Colleagues	In the retirement home where you visit a co-worker wants to organise games for all residents, but you know that some are looking forward to watching a particular television programme.
Policies	In the older people's home where you work the policy says that all residents should be in bed by 10 p.m. because of night time staffing levels, but you think this is not treating them like adults.

### Your assessment criteria:

- 2.3** Analyse possible sources of conflict that may arise when planning and ways to resolve them.



**Figure 12.9** What factors might be involved in conflict?

## How can conflict be resolved or avoided?

Conflict can be resolved or avoided by:

- ▶ developing a good relationship with the individual
- ▶ mutual respect
- ▶ good communication
- ▶ negotiating different ways to meet goals.

If you are still not able to resolve conflict with an individual you should seek the assistance of a senior worker.

### Case study

Carmen has a mental health problem. For much of the time she is not aware of her appearance or how she presents herself to other people. She rarely washes or changes her clothes and is often dirty and untidy.

Lucy is a care worker on the mental health unit. Carmen has been admitted because she is a danger to herself due to self-neglect. Other patients on the unit complain that Carmen smells and they want the staff to make her have a bath and dress in clean clothes. Carmen is very resistant to the idea.

The situation causes conflict between Carmen's choice not to bathe and Lucy's plan to provide care.

Lucy decides the best way to act is to try to resolve the conflict between Carmen and others by getting to know Carmen a lot better. She treats her with respect, listens carefully to her and finally negotiates a way that meets Carmen's preferences.

Lucy finds out that Carmen was sexually exploited when she bathed when staying in a hostel. Carmen eventually has a bath when she is sure her needs for privacy and safety are listened to and respected.

1. Did Lucy try to overrule Carmen's decision not to bathe, or did she try to resolve the conflict between Carmen and others?
2. What steps did she take to resolve the conflict?
3. Reflect on your involvement with any resolutions of conflict. Was negotiation involved?

### Reflect

Has any conflict of views arisen in your work area when implementing a care plan? What was the conflict about, and how was it resolved?

### Investigate

Do any procedures or policies in your work area deal with conflict and how to respond to conflict? You can find this out by obtaining and reviewing the policies and procedures that apply in your work setting.

### Discuss

Different people respond to conflict in different ways. How do your friends and colleagues respond to conflict at work? Share your ideas and experiences with a couple of colleagues or your supervisor and consider whether there are any new strategies that you could use in the future.







Individuals may need support in understanding how to use equipment as part of their care plan

**Your assessment criteria:**

**2.4** Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it.

### How can you support individuals to understand their plan?

Care plans should be discussed and agreed with the individual and others who provide support. It cannot, however, be taken for granted that individuals understand their care plan.

It is necessary in some situations that individuals are supported in understanding their care plan and any processes, procedures or equipment needed to implement or monitor it, as shown in Figures 12.10 and 12.11.

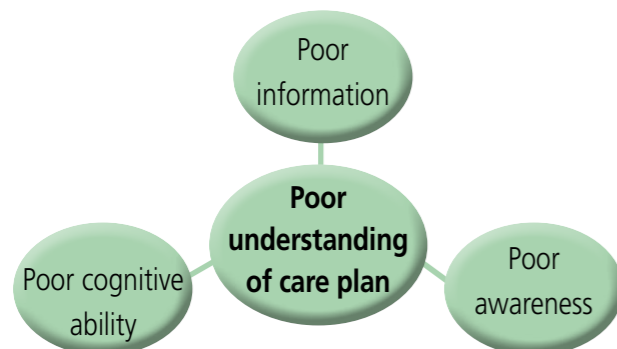


Figure 12.10 Poor understanding of care plan

Figure 12.11 Supporting individuals to understand the care plan

Poor understanding	Example	What is the process, procedure or equipment used?	How they are supported
Poor cognitive ability	Frank has dementia. He does not understand that he is staying at the residential home.	The procedure is that all residents are supported in settling into the residential home.	Care workers explain to Frank that he is staying at the home. They respect him as an individual, are patient with him and repeat the information as necessary.
Poor awareness	Carmen has a mental health problem. She is not aware of her appearance and how others see her.	The process is that care workers respect service users and treat them as individuals.	Care workers take the time to develop and maintain a relationship with Carmen, and negotiate how to improve her appearance and hygiene, and its effect on others.
Poor information	Julie has <b>MS (Multiple Sclerosis)</b> . She finds it painful and difficult to walk at times.	Equipment used includes a mobility scooter.	Julie is supported in choosing and learning to use the mobility scooter.

#### Practical Assessment Task

2.1

2.2

2.3

2.4

Health and social care practitioners should be able to work in partnership with individuals to plan ways of maintaining and developing skills for everyday life. With the permission of your manager and an individual for whom you provide care or support, you need to show that you can:

- ▶ work with an individual and others to identify skills for everyday life that need to be supported
- ▶ make a record of any everyday skills that need supporting
- ▶ discuss ways that the identified skills can be supported and agree a plan for developing or maintaining the skills identified
- ▶ analyse possible sources of conflict that may arise when planning care for the individual and ways to resolve them
- ▶ support the person to understand the plan and any processes, procedures or equipment needed to implement or monitor it.

Your evidence for this task must be based on your practice in a real work environment and must be witnessed by or be in a format acceptable to your assessor.

#### Key terms

**MS or Multiple Sclerosis:** a progressive chronic disease of the nervous system

## Be able to support individuals to retain, regain or develop skills for everyday life



### Your assessment criteria:

- 3.1 Provide agreed support to develop or maintain skills, in a way that promotes active participation.
- 3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills.

### Key terms

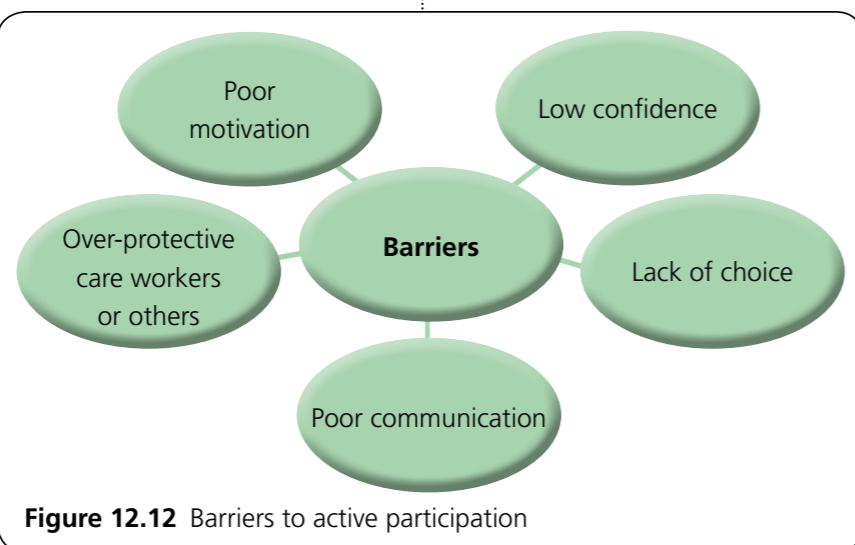
**Active participation:** a way of working that sees the individual as an active partner in their care

### How does feedback support active participation?

Sometimes it is necessary to provide support to develop or maintain everyday skills. This support should encourage the **active participation** of the individual. Active participation is a way of working that sees the individual as an active partner in their care with the following benefits:

- ▶ promoting independence
- ▶ promoting skills development
- ▶ increasing self esteem
- ▶ promoting choice.

The barriers shown in Figure 12.12 can prevent individuals from actively participating in their own care.



**Figure 12.12** Barriers to active participation

### What support should be given?

In order to support individuals' participation in their own care, care workers must think about the overall care plan, as outlined in Figure 12.13.

### Reflect

What are the benefits of active participation for individuals? Are there any drawbacks to active participation?

**Figure 12.13** Supporting the overall plan of care

Key stage	Explanation
Assessment	An up-to-date assessment must be made of what individuals can do for themselves, and what support they need.
Care plan	The care plan should be realistic and reviewed regularly.
Relationships	Care workers should get to know the individual as a person, including their likes and preferences.
Activities	Make sure activities are manageable taking into account the individual's condition.
Involvement	Individuals should be involved in their care as much as possible.
Encouragement	Give encouragement and positive and constructive feedback that builds on the individual's strengths.



Choose the words or phrases that the individual finds encouraging

### Giving positive, constructive feedback

Positive and constructive feedback is a way to support individuals in their care that takes into account:

- ▶ relationships and communication
- ▶ capabilities and skills
- ▶ goals and skills development.

Positive and constructive feedback is given to encourage the active participation of individuals in their care, as outlined in Figure 12.14. It involves communicating what the individual does well and how the individual can improve on a skill.

#### Your assessment criteria:

**3.1** Provide agreed support to develop or maintain skills, in a way that promotes active participation.

**3.2** Give positive and constructive feedback to the individual during activities to develop or maintain their skills.

#### Investigate

Does care plan documentation in your work area indicate how positive and constructive feedback might be given? Obtain the advice and guidance on care plan feedback that is provided to practitioners in your work area and assess the extent to which helpful advice is provided on this issue.

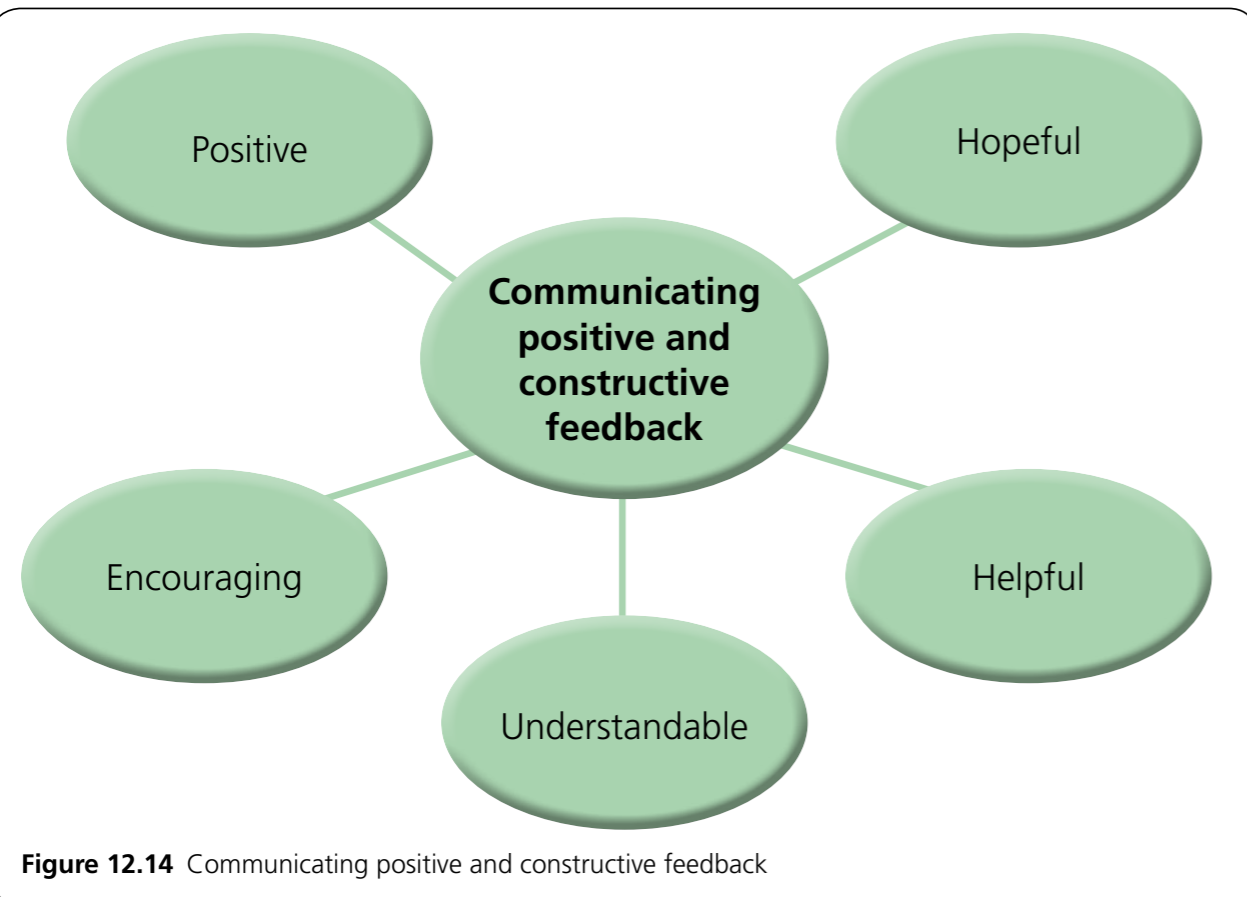


Figure 12.14 Communicating positive and constructive feedback

#### Case study

At the Resource Centre Steve is asked to work with Pete preparing lunch. This is one of the activities Steve likes doing because it gives him the chance to assess the progress Pete is making.

Pete has learning disabilities and has been learning to prepare simple meals so that in time he can live more independently from his parents. Steve knows that Pete is very capable of peeling potatoes but will try to get him to do it.

Before it is time to go into the kitchen Steve agrees with Pete what they are going to make. He listens to Pete's preferences and they agree on mashed potato and beans, one of his favourites.

Steve asks Pete what they will need, and reminds him about the peeler. Pete says he doesn't know how to use it, but Steve reminds him he used it when they cooked together before, and that he did a good job of the potatoes.

When they finish preparing the meal Steve says that soon Pete will be able to make a range of different meals. This pleases Pete and he says he wants to cook some sausages as well next time.

1. What support does Steve provide for Pete that promoted his active participation?
2. In what way did he give positive and constructive feedback to him?
3. Reflect on how positive and constructive feedback encourages you.



#### Discuss

How do your friends and colleagues give positive and constructive feedback? Share your ideas and experiences and consider what you can learn from other people about giving feedback.

## What if an individual becomes distressed and unable to continue?

While performing everyday skills some individuals might become distressed or be unable to continue with the activity. This can be for a number of reasons, as shown in Figure 12.15.

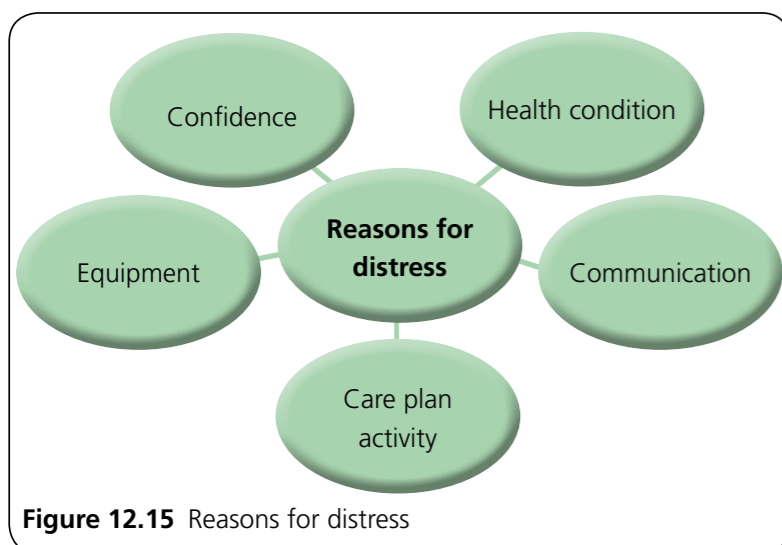


Figure 12.15 Reasons for distress

## What actions should care workers take?

Care workers can take a number of actions if an individual becomes distressed or unable to continue with their activity:

- ▶ offer reassurance that the person will not come to harm
- ▶ communicate that you understand their distress
- ▶ say how well the individual is doing with the everyday skill
- ▶ seek advice or assistance from a senior colleague
- ▶ make sure the individual remains safe
- ▶ suggest stopping the activity.

Stopping the activity should normally be an option after other options have been tried. The distress the individual experienced should be recorded and reported and the care plan reviewed.



### Your assessment criteria:

- 3.3** Describe actions to take if an individual becomes distressed or unable to continue.

### Reflect

Why might individuals become distressed with or want to discontinue their everyday activities?

### Investigate

In your work area what do policies, procedures or care plans say about individuals who become distressed or want to discontinue using an everyday activity? Find out whether there is any advice or guidance on dealing with this kind of situation.

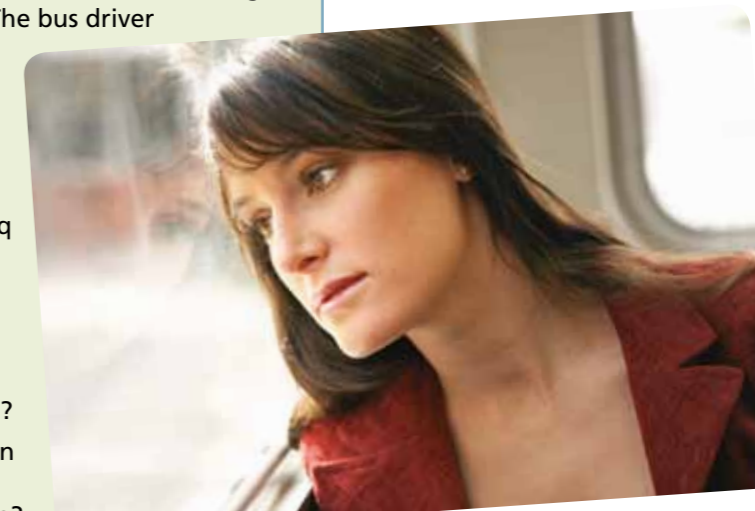
### Case study

Esther has **agoraphobia** and is being supported in using a bus to go to the shopping centre as part of her care plan. Tariq is familiar with the bus routes and the local area and has volunteered to accompany her.

When they are on the bus Esther begins to look distressed and anxious, and holds herself very tight. Tariq, who is sitting next to her, is aware of her discomfort and tries to reassure her, saying that it is only one more stop before they get off the bus. Even though the bus is moving Esther tries to get off. The bus driver tells her to get away from the door and then slows the bus down to a stop.

All the time Tariq talks to Esther, saying she will be all right and then holds her hands until they are able to get off the bus. When they are on the pavement Tariq helps Esther to a quiet place down the road.

1. What does Tariq do to continue to support Esther?
2. What other options can Tariq consider?
3. Reflect on activities that you have been unable to continue. Was this because they were not right for you at the time?



### Key terms

**Agoraphobia:** a phobia in which the person is very anxious about unfamiliar places

### Practical Assessment Task

**3.1 3.2 3.3**

Health and social care practitioners need to be able to support individuals to retain, regain or develop skills for everyday life. To demonstrate that you are able to do this as part of your own work role, obtain the permission of your line manager or supervisor and with the consent of an individual:

- ▶ provide agreed support to develop or maintain skills in a way that promotes active participation
- ▶ give positive and constructive feedback to the individual during activities to develop or maintain their skills
- ▶ describe what actions you would take if the individual becomes distressed or is unable to continue with a skills-focused activity.

Your evidence for this task must be based on your practice in a real work environment and must be witnessed by or be in a format acceptable to your assessor.

### Discuss

What actions might a friend or colleague take when an individual becomes distressed during an activity? Discuss this and share ideas and strategies for responding to individuals' distress in these circumstances.

### Agreeing criteria and processes for evaluating support

Care workers need to work with service users and others to agree criteria and processes for evaluating support. The evaluation criteria depends on the aims and goals for the individual as set down in the care plan. Some examples are given in Figure 12.16.

Figure 12.16 Examples of evaluation criteria

Everyday skills need	Aim	Evaluation criteria
Following a stroke Marge is in need of support to eat and drink.	To be able to eat and drink independently.	That Marge can use a spoon to eat and hold a cup to her mouth.
Following a back injury Douglas cannot use toilet facilities independently.	Douglas to be shown how to use a bathroom appliance to use the toilet unsupported.	That Douglas can use the toilet unsupported.
Jason has autism and won't look at other people.	Jason to look at cards with peoples' faces.	That Jason can look at faces on cards without turning his head away.

#### Your assessment criteria:

- 4.1 Work with an individual and others to agree criteria and processes for evaluating support.
- 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used.
- 4.3 Agree revisions to the plan.
- 4.4 Record and report in line with agreed ways of working.



Criteria and processes for evaluating support should be personalised to each individual's needs and care plan

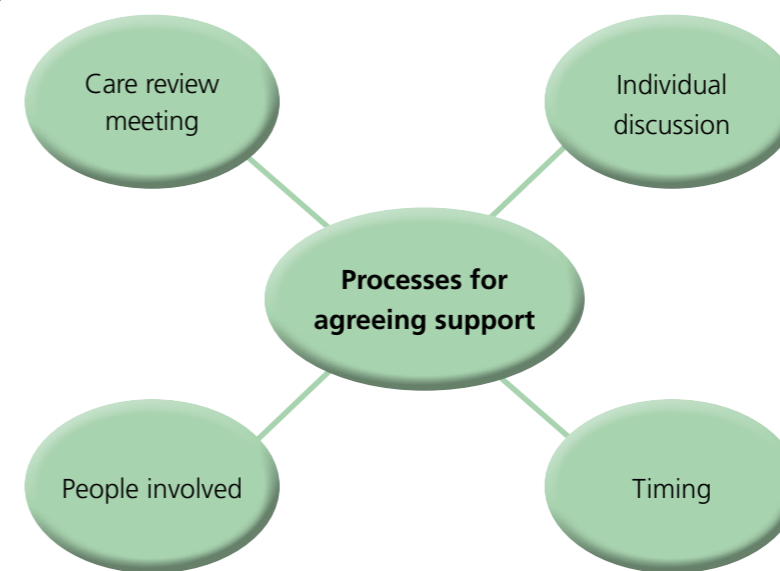


Figure 12.17 Examples of processes for agreeing support

#### Reflect

How do you know if your support has enabled individuals to maintain their everyday skills? Think about how you judge the effectiveness of your input and whether there are any improvements you could make in this area.

#### Investigate

Find out when individuals' care plans are evaluated where you work. Is there a standard period of time or some policy guidance on this? You may be able to find this out by discussing practice in this area with your supervisor or a senior colleague.

### How do you agree evaluation with the individual and others?

Evaluation criteria are agreed with the individual and others at the time the care is discussed and planned. Evaluation criteria should based on:

- ▶ the individual's agreed needs
- ▶ the individual's aims and goals.

Processes are the way things are done. When agreeing how support is to be evaluated, the processes for agreeing support should also be confirmed. Some examples of processes for agreeing support are shown in Figure 12.17.

### Evaluating progress

The evaluation considers responses to the following questions:

- ▶ Has the goal been achieved?
- ▶ If not, how much progress has been made?
- ▶ How effective is the care to date?
- ▶ Are different forms of care needed?

### How do you agree and record revisions?

After the plan has been evaluated, revisions to the plan should be agreed and they should be recorded in line with agreed ways of working.



### Case study

Jimmy lives in a secure unit for teenage boys. He has his liberty restricted to protect himself and others. Steve, a worker on the unit, has identified that budgeting is a problem for Jimmy. He spends his money as soon as he receives it. Jimmy then has no money for the rest of the week.

The local policies and procedures documents for managing service users' money state that in some circumstances staff can safeguard residents' money for short periods with the agreement of the resident. After consulting his manager, Steve asks Jimmy if he would like help with his budgeting. After another week without any money, Jimmy agrees.

Steve works with him and the other staff to make sure Jimmy is given enough money each day for one day, and the remainder of his weekly allowance is kept safe for him. Jimmy signs an agreement to try this new way of budgeting for three weeks. A date is set to evaluate the budgeting agreement, arranging that just Jimmy and Steve will be present for the evaluation process.

On evaluating the budgeting plan, they agree that it works as Jimmy has money for the week. Jimmy asks for it to be extended for another month. Steve records this in Jimmy's case file and reports the evaluation to other staff. Jimmy's care plan is amended to state that the budgeting plan is to be evaluated after a further four weeks.

1. In what ways are Jimmy and others involved in the plan?
2. What are the agreed criteria for evaluating the plan?
3. What is the process for evaluating the budgeting plan?

### Your assessment criteria:

- 4.1 Work with an individual and others to agree criteria and processes for evaluating support.
- 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used.
- 4.3 Agree revisions to the plan.
- 4.4 Record and report in line with agreed ways of working.



Work with individuals to agree how to evaluate the effectiveness of their care

### Practical Assessment Task

4.1

4.2

4.3

4.4

Evaluation is a key stage in the care planning process. It focuses on the effectiveness of the care plan in meeting an individual's need for support or other specific interventions. With the permission of your line manager or your supervisor, and the consent of an individual:

- ▶ work with an individual to agree criteria and the processes for evaluating the support they have received to develop or maintain everyday living skills
- ▶ contribute to the evaluation process by providing feedback on the extent to which the person has made progress towards goals and the effectiveness of the methods used
- ▶ agree any revisions to the plan with the individual and others
- ▶ record and report the evaluation feedback in line with agreed ways of working in your work setting.

Your evidence for this task must be based on your practice in a real work environment and must be witnessed by or be in a format acceptable to your assessor.

### Are you ready for assessment?

AC	What do you know now?	Assessment task	✓
1.1	Compare methods for developing and maintaining skills for everyday life	Page 351	
1.2	Analyse the reasons why individuals may need support to maintain, regain or develop skills for everyday life	Page 353	
1.3	Explain how maintaining, regaining or developing skills can benefit individuals	Page 355	



AC	What can you do now?	Assessment task	✓
2.1	Work with an individual and others to identify skills for everyday life that need to be supported	Page 363	
2.2	Agree with the individual a plan for developing or maintaining the skills identified	Page 363	
2.3	Analyse possible sources of conflict that may arise when planning and ways to resolve them	Page 363	
2.4	Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it	Page 363	
3.1	Provide agreed support to develop or maintain skills, in a way that promotes active participation	Page 369	
3.2	Give positive and constructive feedback to the individual during activities to develop or maintain their skills	Page 369	
3.3	Describe actions to take if an individual becomes distressed or unable to continue	Page 369	
4.1	Work with an individual and others to agree criteria and processes for evaluating support	Page 373	
4.2	Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used	Page 373	
4.3	Agree revisions to the plan	Page 373	
4.4	Record and report in line with agreed ways of working	Page 373	