



Innovative methods and tools for professionals working in supported living services for intellectually disabled persons

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Content of the presentation

Legal context – EU and the UN Convention

Mentally accessible environment

Professional context – trends in social services

The Hungarian Down Foundation

INV – a pedagogical model in social services

Developmental spiral of the client

Developmental spiral of the professional

Relationship between clients and professionals

Training of the professionals

Experience within the Down Foundation

Legal context

International

- UN – Universal Declaration of Human Rights (1946)
- UN ILO – Vocational Rehabilitation and Employment (1958)
- UN UNESCO – Inclusive Education (1994, 2009)
- UN WHO – ICID-2 International Classification of Functioning, Disability and Health (2001)
- UN – Convention on the Rights of Persons with Disabilities (2006)

European

- European Social Charta (1961)
- EU directive on equal treatment in employment (2000)
- CoE – Disability action plan (2006–2015)
- Tomar Resolution on the introduction of the principles of universal design in to the curricula of all occupations working on the built environment (2001)

So, disabled persons have the right to work, to education, to make choices in life, to access services, to participate.

But, how to resolve all these issues in practice??

GRUIZ & FÖLDVÁRI - AAATE



Legal context – EU

Commissioner for Human Rights
– issue paper (Council of Europe):



„...Having legal capacity enables us to choose where and with whom we want to live, to vote for the political party we prefer, to have our health care decisions respected, to control our own financial affairs and to have access to leisure activities. Without it we are non-persons in the eyes of the law and our decisions have no legal force.”

But:

This is still **NOT** the reality for thousands of Europeans with intellectual /psychosocial disabilities put under guardianship regimes and having **no access** to services and the environment in general.

What „mental accessibility” means?

- Making services accessible for intellectually disabled persons;
- Destroying mental barriers , changing attitude, becoming inclusive!

Professional context

Normalization principle: making available to all people with disabilities patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of life or society.

Integration: personal social integration and valued social participation.

Person centered planning and social services: putting people first' in social care to enable individuals with disabilities to increase their personal self-determination and improve their own independence.

Holistic approach: appreciating the complexity of the person's situation, and its impact on the persons physical, emotional, spiritual, and mental functioning, establishing an effective and trusting relationship, and liaising with people and services to facilitate the client's goals and plans.

So, the legal background and the professional principles do exist!

But, we have no recipe, how to realize all these in practice:

- Disabled persons are not prepared;
- The professionals are not prepared;
- Mainstream services, physical and social environment not prepared.

What is needed?

To develop skills & knowledge of disabled persons & change their attitude.

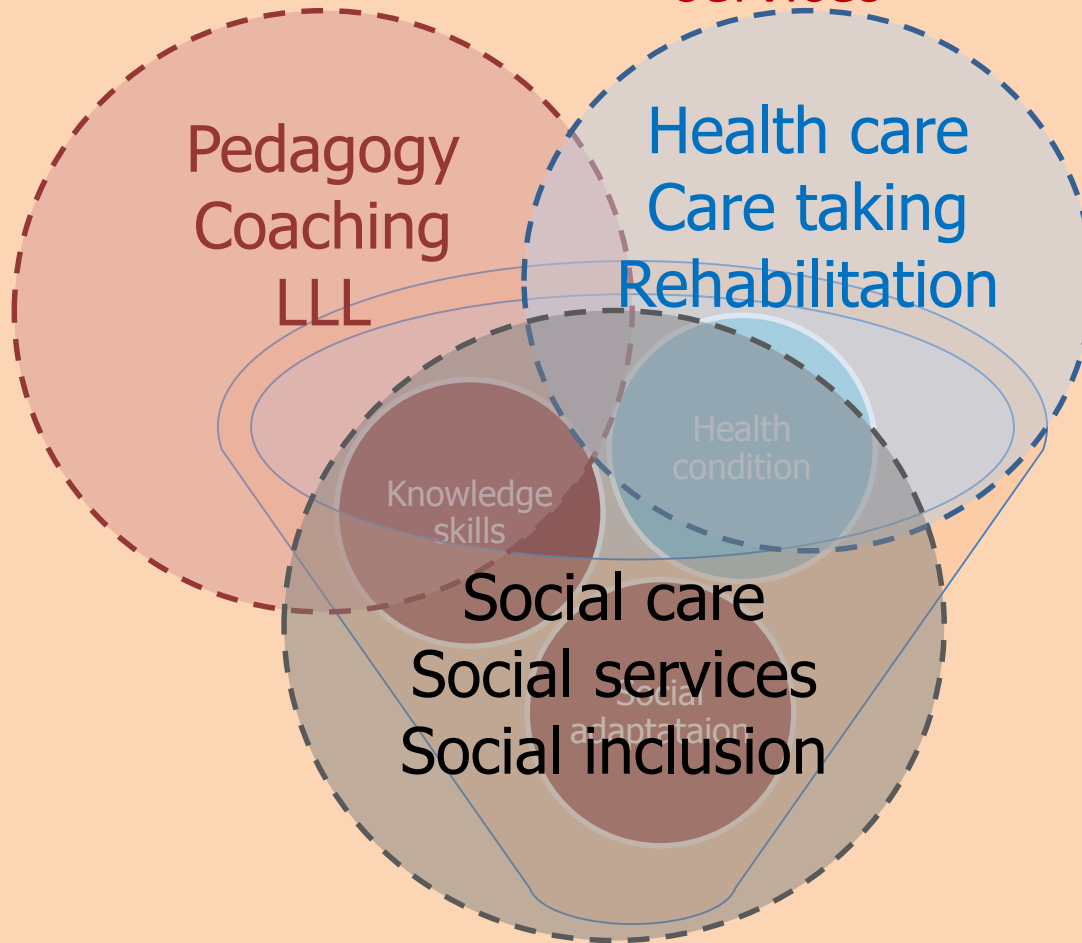


To develop skills, tools & knowledge of professionals & change their attitude.



To develop an accessible environment & inclusive attitude in the society.

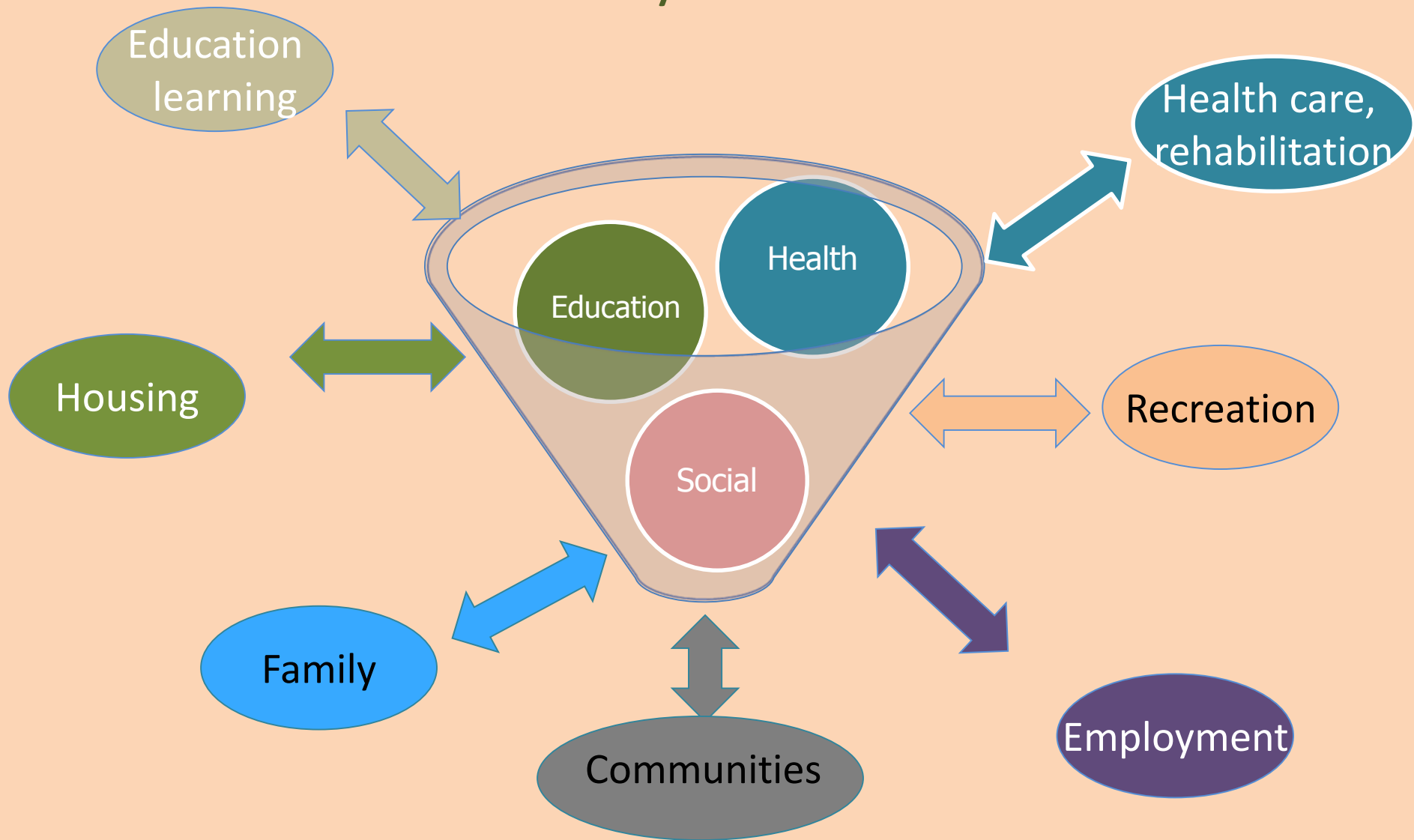
The complex condition of ID & the person centered integrated services



Integrated service-system
Individualized tailored services
Supported (independent) living



The holistic approach in the service system



INV*

the pedagogical model embedded into social services



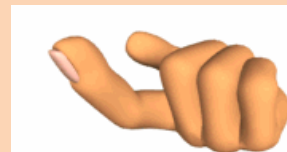
The spiral of development
and knowledge

4 compartments of the social work

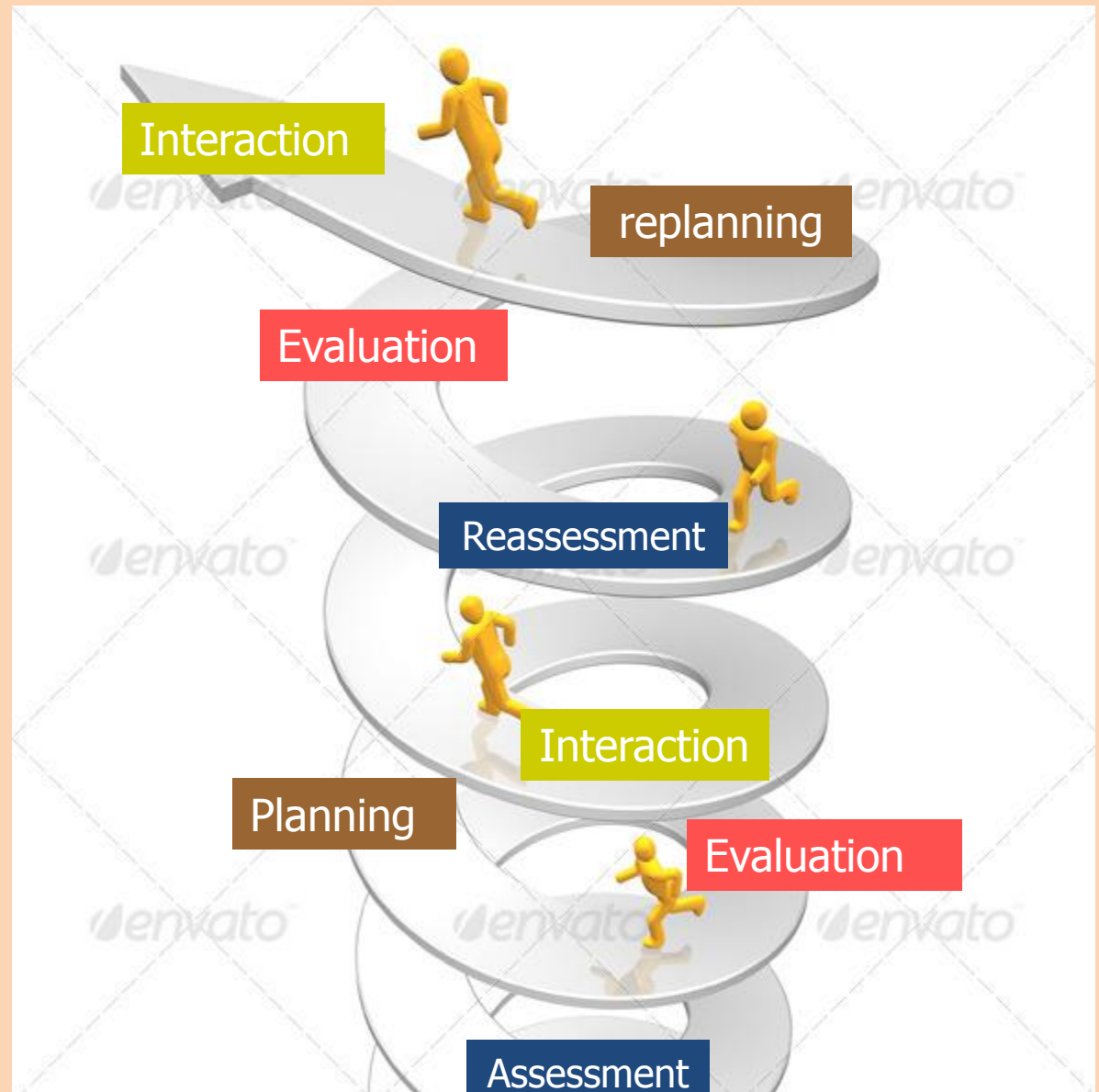
1. The supported ID persons and their complex development;
2. The professionals and their personality and professional development;
3. The services and their development;
4. Social environment, potential social network and its development.

The relationship between clients & professionals (supportive staff, assistants, mentors, care takers, helpers, 'coaches')

- Introduction of the support person and the client
- Interaction between them
- Accompaniment, partnership
- Support in defining the target
- Support in decision making
- Coaching: individual & social skills
- Empowerment
- Expectations
- **The client should make the steps!**
- Consciousness from both sides
- Adult-adult relationship
- **Taking the risks**



The expanding helix of the service cycles



Developmental spiral: autonomy of the supported person

- Competences: self service, household, job
- Communication: adequate, developing
- Managing relationships, long term relationships;
- Self-images; Satisfaction with one's own appearance;
- Perception & treating of emotions, sex, love;
- Stability, self-evaluation, meaning of life, own life goals;
- Working for others; Feeling responsibility.



Developmental spiral of the professional

- Professional & personal competences
- Believing in the personal potential and bringing out the best from the client and from him- or herself;
- Listening, questioning, being interested;
- Seeing different perspectives;
- Creative in selecting methods;
- Encouraging and supporting;
- Communicative, responsive;
- Experienced;

Perfect and excellent!
During day and night!
For small money!



Necessary support for professionals

- Classical trainings for building teams;
- Trainings for education of the right attitude and the INV model;
- Focus groups for problem identification;
- Personality development training;
- Self-observation and self-reflective groups;
- Case discussions;
- Professional supervision.



The INV project and the ongoing development resulted:

- Focus-group guideline;
- INV Pedagogical Model Handbook;
- Tools for assessing and measuring the development of the client;
- Tools for professionals: **self-observation** and **self-evaluation** methods;
- Video tutorial;
- Training itinerary: support for holding the different types of trainings.


Self-observation & evaluation tools: the self-observation register

- An instrument for self-observation and monitoring;
- When a significant events occur or weekly basis cases;
- Supporters write down and evaluate an event, the reactions, and what have they learned from it
- Useful for keeping emotions under control & understanding them;
- Useful to learn from errors as well as from unexpected successes;
- Writing process encourages reflection;
- Helps to became more conscious; professional is asked to check and write down the changes:




'First, I was convinced of ... now I think...'

The INV project's website



The header of the INV website features a logo on the left with the text "WHAT IS ESSENTIAL IS INVISIBLE TO THE EYE". The main title "INV website & knowledge base" is centered. On the right, there is a search bar, the European Union flag with "Lifelong Learning Programme", and links for "Login" and "Register". Below the header is a navigation menu with buttons for HOME, PROJECT, TOOLS, DISSEMINATION, FRIENDS, FORUMS, and NEWS.

 **USER LOGIN**

Username *

Password *

- Request new password

INV

"What is essential is invisible to the eye"

Whom is "the essential is invisible to the eye (INV) for?"

- INV is addressed to those who live and/or work with people with a (severe) intellectual disability.

What is INV *all about*?

- A **pedagogical model**, a conceptual framework for the relationship established between the professional and the person with intellectual disabilities.

Which are the *main tools* provided by INV?

- A **handbook**, which explains, through examples, the steps and phases of the relationship as well as its main features and potential enemies.
- A **training itinerary**, which foresees 5 training sessions and includes all training resources necessary to transfer the model.
- A **self-observation protocol and a log book** which should help the professionals in enforcing the pedagogical model in their everyday work.
- Other pedagogical tools.

Expectation from the new complex methodology



- Efficient support for ID person to reach maximal autonomy;
- Better professional quality in supported living, supported employment and supported decision making;
- The right attitude and the proper relationship between professionals and intellectually disabled clients;
- Solid knowledge, self-assertive professionals and conscious operation;
- Increased competences, skills and tools of social professionals;
- Better professional control and self-control;
- Prevention of unethical behaviour, dominance, tyrannizing and abuse.
- Prevention of burnout;

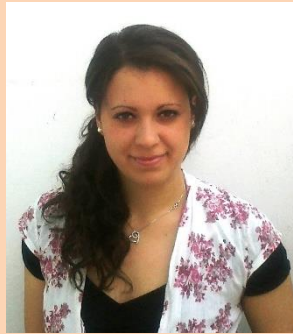


Our experiences so far...

- The model was **adoptable** for us;
- **100 social professionals** are involved;
- **220 completed self-observation registers** (the topics are from the everyday life activities);
- We have divided the social professionals into **10 groups**, each group has **monthly trainings**;
- Difficulties: already burned-out supporters, undereducated caretakers without any tools, methods, practices;
- But: **younger supporters are very enthusiastic**;
- The **role of trainings can be changed** later on;

Visit [http://: invllp.eu](http://invllp.eu)





Thank you for your attention!



Csókoltatom a
hallgatóságot!