

APPENDIX 1

PROGRESSION MODEL – CASE STUDY

- Three young individuals had lived at residential college and their placement was coming to an end.
- The individuals their families and advocates interviewed Providers and we were lucky enough to be given the opportunity to work with them.
- A property was identified and purchased by First Choice Housing and brought up to the relevant standard.
- Work was carried out to introduce the young individuals to their new neighbours and to build a relationship as part of the community.
- Information needed to be gathered for us to be able to put together a Service Delivery Plan. This would then help us to identify areas of abilities and the areas that would require support.
- A period of time was needed to get to know each other and establish routines.
- Once we had identified areas that we needed to work on, such as, security of the home, general house work, meal preparation and work / college placements.
- We then asked staff to start completing skills developments; this gave us clear indications of their abilities, as we did not want to work on areas they were familiar with. As you can imagine, being young, house work was not high on their list. For some, they had families that did the general day to day tasks around the home, so they were not expected to do this work.
- College placements had given the basic skills for cooking; but we needed to work with them to produce healthy meal plans, shopping and being able to budget.
- Cooking was enjoyed by them all and they were able to produce a basic meal and then clean up after themselves. We continue to advise and supervise meals, but we do give them the lead on the process.
- They keep their home clean and tidy; again some encouragement is required especially, on occasion, around their bedrooms.
- When we started to work around reducing support, we discussed with them how they would feel around having some time on their own in the house. This was met with a very positive reaction. We discussed with them having some equipment

placed around the house, which would keep them safe and help us provide the support in a more beneficial way.

- We worked with other Professionals to ensure that all the work we were planning was done in a safe and positive way.
- Risk assessments were completed, time scales were looked at, ensuring that we worked at a pace that was acceptable to the individual.
- Over the next few months staff started to take a step back and direct them to perhaps ringing the office or lock the door and so forth.
- Staff set up contact numbers on the house phone and the individual's mobile phone if they had one.
- Staff took them to the bus stop to catch a bus rather than driving them to college.
- The staff then started to wait around the corner from the bus stop to ensure they got on the bus for college. On their return staff would wait to make sure they crossed the road and followed road safety. Once everyone was confident and happy they were able to do this safely, staff encouraged them to meet them at home. Eventually when we were confident that this could be done successfully we arranged for staff to meet them 15 minutes after their return home. We were able to build on this over a period of time, so now they go home and staff will arrive a couple of hours later.
- We then started to review morning routines to see what was required. Staff were reporting that all three individuals were able to get up and sort themselves out to start the day. Although some work was needed to ensure they closed the door when they left the house.
- We then spoke to work opportunities due to them collecting one or two of the individuals. They also ensured that the door was locked on leaving and worked with us around dropping off in the evenings from their placement, again making sure they were in the house and the door was locked.
- The individuals knew how to contact the office should the mini bus be late, this enabled us to liaise with the work placement.
- They also contacted the office should they have any concerns.
- Over the last 12 months we have worked with the three individuals, creating independence and a good skill base, which enables them to have a longer period of time to live independently.

- This works well for the individual as the staff know what is required to support the individuals when they commence their shift.
- We now only target support where required although we do assist the individual with social activities.
- Staff are still working with all three around night security. On arrival for the night shift, staff are finding that all three are in their own rooms and some mornings they leave without seeing them.
- We would now like to work with the individual's families, advocates and other professionals to look at night time support.