Positive Risk Management and People with Severe / Profound Intellectual Disability

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Positive Risk Taking: Factors which have Influenced Change

- Move towards care and support in the community
- PCP Process
- HIQA
- Organisational Factors
Towards a Definition of Risk

Precise Definition Contested:

1. As something to be avoided due to an association with danger and hazard

2. It is linked to personal development as a positive liberating experience

(Alaszewski et al, 2000)

Any issue real or imagined which is being used as an objection to a person moving toward increased inclusion in community life

(Neill et al, 2008)
Challenges Along the Way: Perceptions of Risk

**Service Providers**
- Traditional approaches & attitudes
- Policies and practices
- Overprotection

**Carers** (Parents/Family)
- Personal attitudes
- Association between risk & physical danger
- Image of adults with Intellectual Disability ‘perpetual children’

**Professionals**
- Association between risk and health & safety
- Duty of care

*(Alaszewski & Alaszewski, 2002)*
A Person Centred Approach to Positive Risk Management

(Neill et al, 2008)

Central to this process:

- Keep the person at the centre
- Treat family and friends as partners
- Focus on what’s important to the person
- An intent to build connections with the community
- Being prepared to go beyond conventional service options
- Continuing to listen and learn with the person
A Person Centred Approach To Risk

(Neill et al, 2008)

1. Who is the person?
   - What do people like and value about the person?
   - What is important to them?
   - How best to support them?

2. Where are we now?
   - What is working/not working from the person's perspective and others'
     perspectives?
   - What is the risk — what is the problem you are trying to solve?

3. Where do we want to be?
   - What does success look like for the person and others?

4. What have we tried and learned already?
   - What have you tried and learned already?
   - What are the consequences if we do nothing?

5. What shall we do next?
   - What are potential solutions?
   - How do the potential solutions measure up to what matters to the person?
   - What will you try? Who will do what, by when?
   - How can you ensure that the person has as much choice and control
     in this as possible?
   - What are your responsibilities?
   - What does good support mean in implementing the action plan?
   - Have you reviewed what you are learning?
   - What can you do if things don't go to plan?
1) Who is the person?

- What people like and admire about the person
- What is important to them
- How best to support them
2) Where are we now?

- What is working and not working from the person’s perspective and others perspectives?
- Clarify the risk - what is the problem you are trying to solve?
2) Where are we now? (Cont’d)

Clarify the risk
• What is the issue that is causing the concern?
• Find out when where and how often the risk occurs
• What are the consequences of the risk?
• If the issue does not happen for the person what will the person lose out on?
• How can the person or others be supported more safely to do the issue discussed?
• What do we document about the risk?
• Who do we communicate the risk to?

(Boulter & Pointu, 2006)
3) Where do we want to be?

What does success look like for the person and others?
4) What have we tried and learned already?

- What have you tried & learned already?

- What are the consequences if you do nothing?
5) What shall we do next?

- What is obvious?
- What are potential solutions?
- How do the potential solutions measure up to what matters to the person?
- What will you try? Who will do what by when?
- How can you ensure that the person has as much choice and control in this as possible?
- What are your responsibilities?
- What does good support mean in implementing the action plan?
- How will you record what you are learning?
5) What shall we do next? *(Cont’d)*

What can you do if things don’t go to plan?
"Shouldn’t we also have a plan in case things go right?"
References


