



## ENABLING RISK: PUTTING POSITIVES FIRST

Risk Enablement Online Learning Resource

## COMPLETE WORKBOOK

[www.enablingriskresource.com.au](http://www.enablingriskresource.com.au)



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# About this resource

**Enabling Risk: Putting Positives First** has been developed specifically for disability support workers. Enabling people to take risks is an integral part of disability support work. It is also important that practice leaders, frontline managers, senior managers are aware of the essentials of enabling risk outlined in this resource as they play a significant role in creating the right environment for support workers to put risk enablement into practice.

This resource is designed to provide an introduction to enabling risk. You will be introduced to the ways you can support people with cognitive disabilities, including people with intellectual disabilities and acquired brain injury, to make choices and be involved in activities that may involve some risk while minimising potential harm to themselves or others. There are many positives in supporting people with cognitive disabilities to participate in positive risk taking. Working from a risk enablement approach ensures that you provide empowering support that enables the people you support to live an engaged and meaningful life.

This video is an introduction to this resource.



*Watch the video: **About Enabling Risk: Putting Positives First** on the About page of the website for an introduction to this learning resource and how to use it.*

This online learning resource is based on review of research about risk and from piloting these materials with disability support workers and people with intellectual disability.

## What you will achieve by working through this resource

By the completion of this resource you will be able to:

1. Define risk, its types of outcomes and factors that influence risk-taking behaviour
2. Describe The 4 Essentials of Risk Enablement
3. Describe The Risk Enablement Process for supporting people with cognitive disabilities
4. Apply the process of risk enablement to different case scenarios
5. Describe the benefits of working in a way that enables choices that involve risk

# How to use this online resource

- This is a fully online learning resource that you can complete at your own pace.
- It is comprised of 5 separate modules and you are encouraged to work through these in order because the learning material in one module will inform the next one.
- You can work through this resource on your own, or with the support of a facilitator or trainer in your workplace or training organisation.
- Each module includes short video talks introducing key concepts and videos of Australian examples of support workers putting risk enablement into practice.
- This resource includes a glossary. Words that you may not have come across before are underlined and linked to the glossary where a brief explanation is provided. For example, the word engagement. [On the website](#), just click the grey underlined word to see what it means. You can also see the full Glossary online, or download a pdf version in the Resources section.
- Each module includes activities that can be completed using the downloadable workbook in the Resources section.
- The workbook also has examples to help you complete the activities in each module. You can discuss your answers with colleagues in team meetings, or if you would like some further guidance you can send an enquiry using the online Contact Form.
- Suggested answers to the activities are provided in the Resources section.
- Each module will take you between 30 and 60 minutes to complete.

*You can view this resource on your mobile phone, tablet, iPad or computer.*

## Acknowledgements

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# Icons Used in this Resource

On the website:



**VIDEO** - when you see this icon in the centre of an image, it means it is a video.



**PLAY VIDEO** - when you move your cursor over the image the icon changes to red, you can click on the image to start playing the video.

A grey rectangular button with the text "NEXT: MODULE 4 RISK ENABLEMENT IN ACTION" in black capital letters.

NEXT: MODULE 4 RISK ENABLEMENT IN ACTION

**CLICK TO GO TO ANOTHER PAGE OR SECTION** – the text on the button will tell you where it will take you (this could be to another module or a further activity).

A black rectangular button with the text "BACK TO TOP" in white capital letters.

BACK TO TOP

**CLICK TO GO TO THE TOP OF THE PAGE**



**CLICK TO SEND A QUERY USING THE CONTACT FORM**

In the workbook:



**WATCH VIDEO TALK** on the website



**WATCH ACTIVITY VIDEO** – watch the activity video on the website and do the related activities.



**LEARN MORE** – means that there is extra material to enhance understanding for those who wish to explore further.

# MODULE 1: Introduction to Risk

# MODULE 1: Introduction to risk

In this module you will learn about risk, including:

- How risk is described
- The benefits that come from taking risks
- Factors that influence how we approach risk

This video talk is an introduction to what we mean when we talk about risk.



Watch the video: **Module 1: Introduction to Risk** on the website. It highlights how taking risks is important to living a meaningful life.

## What is risk?

When you think about it, you choose to take part in activities that involve risk every day. For example, you might catch public transport to work and risk that the bus service will be delayed. But there is also the possibility of getting to work early if the service is running too well.

All activities that involve risk bring with them the chance of something happening. This means that at the heart of the idea of risk is **uncertainty** – we are not entirely sure what will happen.

So, should you not take part in activities involving risk because you are not sure what the outcomes will be?

Stop for a moment and imagine what your life would be like if you did not take the opportunity to try new things like going on a holiday, moving out of home, changing jobs or going on a date.

If you proceed through life without participating in risky activities, it is very likely that you will reduce your opportunities for a good life, for growth and development and achieving the things that are important to you.

Many positive benefits come from engaging in risk-taking behaviour.

Thinking ahead about the ways in which you approach an activity involving risk means that you can engage in risky activities while reducing outcomes you might not want. So, for example, if you were going to invest in the stock market, you could minimise your risk in a number of ways. These include: investing only a small amount of your savings, spreading your investments over many different shares or seeking advice from an expert before you proceed.

How 'risky' we think something is can change over time – it can become less of a risk with practice and reflection. For example, when beginning to learn how to drive a car, your risk of an accident might be greater than after having had years of driving experience. With practice, you can reduce the risk of an accident because you become able to adapt to a situation, like driving in wet conditions.

## Types of outcomes from taking risk

Taking a risk is about “doing” something that brings with it an unknown outcome. When we take a risk, we can experience outcomes that are either positive or negative.

These positive and negative outcomes can belong to different categories, depending upon the activity you are doing.

These outcome categories include:

- **Psychosocial Well-Being:** this relates to one's emotional, psychological, mental and social health or well-being. When disability support workers think about outcomes that happen from taking risks, they often do not think about psychosocial outcomes for the people they support. This could be because it is not something that can be easily seen.

If, for example, you attended a social event, a positive psychosocial outcome would be that you made new friends. A negative psychosocial outcome would be that people stared at you, or you felt ignored by others at the event.

- **Physical Health and Safety:** this relates to injury to the body. If you wanted to join a yoga class, positive outcomes could include you becoming more relaxed or having better muscle tone. A negative outcome would be a pulled muscle from doing a difficult pose.
- **Financial:** this relates to the use of money. If you were wanting to take out a loan to buy a house, a positive outcome would be that you could make a profit if you sell the property at a time when property prices rise. A negative outcome would happen if you were not able to keep up with the home loan repayments.

A summary of outcomes from risk is provided in Figure 1 below.

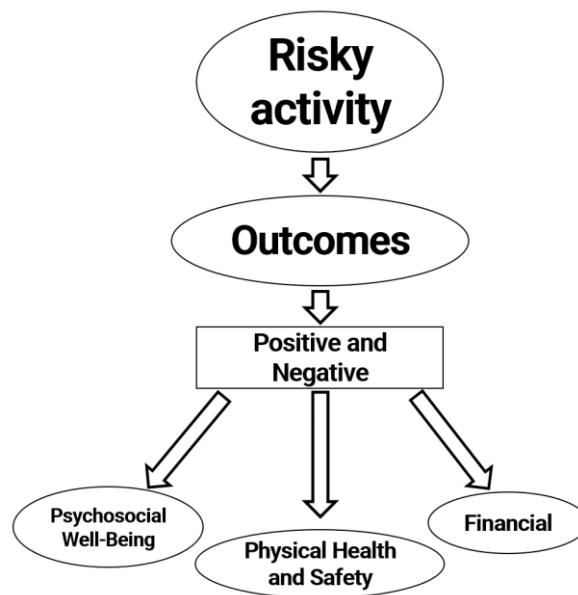


Figure 1 Outcomes from risk

## Benefits come from taking risks

It is important to recognise that there are benefits to be gained from engaging in activities involving risk. Often, it is easy to think of risk as something dangerous, but this is not always the case.

When disability support workers were asked to think about some of the benefits of taking risks in their own lives, they said that taking risks helped them to:

- learn new skills
- let go
- have new experiences
- build confidence
- learn how far their 'comfort zone' could be stretched
- have more motivation to try new things
- meet new people
- increase engagement, interest and enthusiasm

When people choose to avoid risk, or are risk averse, it is usually out of fear of something going wrong. However, by doing this, positive experiences may also be lost and opportunities to grow and develop limited. It is worthwhile remembering that sometimes the biggest risk comes from not taking a risk at all.

# What influences whether someone takes a risk?

In spite of the potential for positive outcomes, many factors can determine whether someone decides to follow through in taking a risk or not. These influences can be internally-driven (i.e., by the person themselves) or externally-driven (i.e., by other people's opinions or actions).

Things that influence whether someone takes a risk includes:

- **Core Values** – Our core values drive our behaviour. We can value honesty, integrity, learning and feeling connected to others, just to name a few. We act in ways that express our core values.

*“I value learning from new experiences and taking this risk will help me to learn and grow.”*

- **Prior experience** – This means having the opportunity to undertake risk, learn from it and try again.

*“I have taken this risk before and I can do it again. I know that I am better able to deal with the risk this time around.”*

- **Knowledge** – Having information about the amount and type of risk involved will determine whether you will undertake the risk.

*“Do I have enough of an understanding about what I am about to participate in for me to want to take this risk?”*

- **Context or environment** – This includes the influence your family, friends or workplace have on your decision to take a risk. It also includes other things like cost, physical space, catering, weather.

*“Am I supported to take this risk by the people around me?”*

*“Will the room be large enough?”*

# ACTIVITY 1: Reflecting on my risk-taking behaviour

This activity asks you to reflect upon risks you have taken or were prevented from taking in your own life. As part of this process, you will consider the positive and negative outcomes associated with the risk and the categories to which they belong.

This activity has 3 separate questions. Please read the instruction carefully, then complete each of the tables below.

1. Think of a time when **you CHOSE** to undertake a risky activity. Write the activity at the top of the table, then complete the sections. A completed example has been provided for you.

## COMPLETED EXAMPLE

<b>Write a risky activity you did:</b> Travelled alone overseas for 6 weeks			
<b>List some positive outcomes that came from having done this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Met new people		✓	
Learned a different language		✓	
Became fit from all the walking I had to do	✓		
Felt a sense of achievement		✓	
<b>List some negative outcomes that came from doing this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
I was homesick for the first few weeks		✓	
Spent more money than I had planned			✓
<b>Explain whether you will undertake this 'risky' activity again.</b> Yes, because I learnt a lot about myself and how to travel alone.			
<b>Are there any changes you would make or anything you would do differently the next time?</b> Make sure more than one person at home had a copy of my itinerary.			



**YOUR TURN** Now, complete this table for a risky activity that you chose to participate in.

<b>Write a risky activity you did:</b>			
<b>List some positive outcomes that came from having done this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
<b>List some negative outcomes that came from having done this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
<b>Explain whether you will undertake this 'risky' activity again.</b>			
<b>Are there any changes you would make or anything you would do differently the next time?</b>			

2. Think of a time when **you CHOSE to NOT** participate in a risky activity. Write the activity at the top of the table, then complete the sections. A completed example has been provided for you.

**COMPLETED EXAMPLE**

<b>Write a risky activity you chose NOT to participate in:</b> <b>I declined an employment opportunity that was interstate</b>			
<b>List some positive outcomes that came from not participating in this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Was easier to keep in contact with my friends		✓	
Did not have to move to a new location		✓	✓
Did not have to leave my family		✓	
I enjoyed my current job		✓	
<b>List some negative outcomes that came from not participating in this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not develop new skills		✓	
Did not meet new people		✓	
Did not experience living in another location		✓	
<b>Thinking about it now, would you have changed your choice? Explain.</b> The timing was the issue. If the offer had been made a few years earlier, I would have taken it. But I was now in a job I liked. So, yes, I would have made the same <u>choice</u> . I had spent some time researching the job description I was being offered, and it didn't appeal to me at that point in time.			

**YOUR TURN** Now, complete this table for a risky activity that you chose **NOT** to participate in:

<b>Write a risky activity you chose <u>NOT</u> to participate in:</b>			
<b>List some positive outcomes that came from choosing not to participate in this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
<b>List some negative outcomes that came from choosing not to participate in this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
<b>Thinking about it now, would you have changed your <u>choice</u>? Explain.</b>			

3. Think of a time when you **were PREVENTED from** undertaking a ‘risky’ activity. For example, it could have been a friend, family member, partner or employer who discouraged you or prevented you from doing something you wanted to do. A completed example has been provided for you.

Write the activity at the top of the table, then complete the sections.

**COMPLETED EXAMPLE**

<b>Write a risky activity you were <u>PREVENTED</u> from participating in:</b> My partner prevented me from learning how to ride a motorcycle. She was concerned I would get hurt.			
<b>List some positive outcomes that came from being prevented from doing this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not get injured	<input checked="" type="checkbox"/>		
Did not pay for driving lessons			<input checked="" type="checkbox"/>
<b>List some negative outcomes that came from being prevented from doing this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not learn how to ride a motorcycle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
I felt disappointed and frustrated that I wasn't supported		<input checked="" type="checkbox"/>	
I was dependent upon public transport		<input checked="" type="checkbox"/>	
<b>Now that you have had this experience, would you prevent another person from engaging in a risky activity? Explain</b> No, I wouldn't prevent another person from doing what they wanted – I understood that they cared, but I found it frustrating to deal with. As a matter of interest, years later, when my partner and I were no longer in a relationship together, I then learnt how to ride a motorcycle.			

**YOUR TURN** Now, complete this table for a risky activity that you were prevented from participating in:

<b>Write a risky activity you were <u>PREVENTED</u> from participating in:</b>			
<b>List some positive outcomes that came from being prevented from doing this activity</b>	<b>Tick the box that relates to the category your outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
<b>List some negative outcomes that came from being prevented from doing this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
<b>Now that you have had this experience, would you prevent another person from engaging in a risky activity? Explain</b>			



*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the Contact Form. Suggested responses to the activities are provided in the Resources section.*

## Summary: Module 1

Developing an understanding of risk will help you to enable the people you support to take risks. This module has highlighted that:

- Risks do not have predictable outcomes but potentially negative outcomes can be reduced through a range of strategies
- Risks can have positive benefits
- Taking risks provides an opportunity to learn new things and live an engaged and meaningful life for all of us.

**NEXT: Module 2: Enabling Risk for the People You Support** explores risk enablement in disability support work

# MODULE 2: Enabling Risk for the People You Support

## MODULE 2: Enabling risk for the people you support

In Module 1, you learnt about risk and considered the gains from engaging in risk-taking behaviours in relation to your own life. You also considered what it felt like when you were not supported to undertake activities that were risky.

In this module, you will begin to learn about the importance of enabling the people you support to participate in activities involving risk.

You will learn about:

- Risk enablement in disability support work, including how it forms part of your duty of care to the people you support
- Views from people with intellectual disabilities about what it means for them to take risks
- What reduces opportunities for people with cognitive disabilities to take risks

This video talk is an introduction to what we mean when we talk about enabling risk.



*Watch the video: **Module 2: Enabling Risk for the people you support** on the website to give you an overview of this module.*

### What is 'risk enablement'?

Risk enablement, also called positive risk taking, is a way of supporting people with a cognitive impairment such as intellectual disabilities, traumatic brain injury or dementia to participate in activities that involve risk. It is an approach that you can use in your work which helps to maintain peoples' choice and control over activities.

Working with people with disabilities means that you support them to make judgements and you also have to make some of your own in the process. On the one hand, you must respect the preferences of the people you support and their right to make decisions and exercise control over their own lives. On the other hand, you have a duty of care to take reasonable actions to ensure safety and well-being. This does not mean you cannot support people to take risks. It means you need to enable risk taking whilst also respecting preferences and minimising potential harm.

Risk enablement practice asks you to consider the situation like this:

***“How can I support a person with cognitive disability who wants to participate in activities which involve risk, while reducing their potential for harm?”***

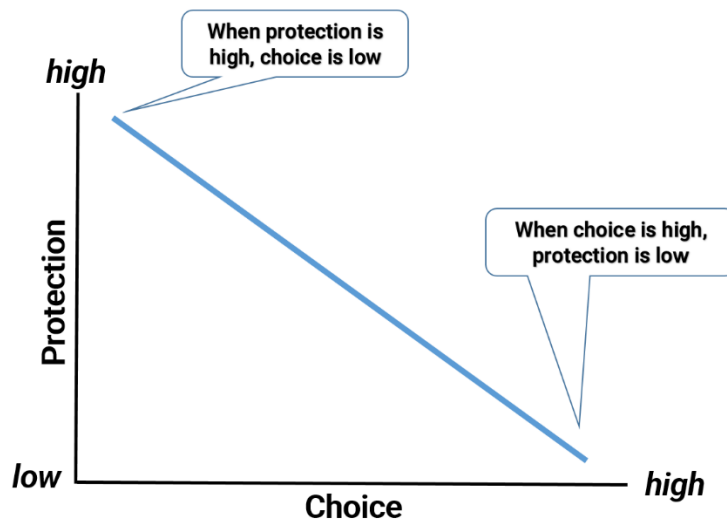
Therefore, risk enablement involves you thinking about what the person in a given situation wants. It involves you thinking differently about the support that you provide so that you can respect choices while minimising harm.

## Getting the balance

When enabling risk, it is important to remember that there is a balance between respecting the rights of people with cognitive disabilities and safeguarding their wellbeing. Achieving this balance can be challenging.

People with cognitive disabilities have the same right to take risks as any other member of society but often rely on others to support them to do so.

Everybody wants to be sure that the people they support are not harmed. However, when you work in a way that places more importance on protection and control, you become less likely to support risk-taking behaviour and you become ‘risk averse’. What also happens as a result of this pattern of work, is that the dignity, choice and independence of the people you support may be compromised. Figure 2 below helps to show this using a graph.



**Figure 2** More protection means less choice

Achieving a balance between enabling risk and minimising harm takes time, training, practice and reflection. As a support worker, you have an important role in enabling the people you support to take risks so that they can have new experiences and become more engaged in their day-to-day lives. Supporting positive risk taking means that you support positive benefits like the ones we described in Module 1.

## Can anyone with a disability be supported to take risks?

Risk enablement works for everyone. It is about knowing the person and their preferences first. Everyone has preferences although people communicate them in different ways – through words, signs, gestures or actions. Everyone can be supported to take risks.

## How people with intellectual disabilities feel about taking risks

A group of people with intellectual disabilities from the [NSW Council for Intellectual Disability \(CID\)](#) were asked to describe how they felt about being involved in risk-taking activities.

This is some of what they said:

- *A lot of people with disabilities want to do things, but we don't know how to fit in*
- *I wouldn't like it if someone told me what to do*
- *If you're gotta learn, you gotta learn like anyone else. I don't want royal treatment.*
- *[Support workers] need to realise they can do it [enable risk]*
- *We are so focussed on the [support worker] and the parent, we forget about the person.*
- *The risk is that they [the support worker] won't take the risk*
- *I want to show...what I can do*
- *Can't take away something [someone] loves doing*

People with intellectual disabilities want to be supported to take risks, do new things, do things they love and show what they can do. The core purpose of your work is to enable the people you work with to do what they want to do. You play a vital role in supporting them to live full lives that reflect their own values and choices.

## What gets in the way of enabling risk for people with cognitive disabilities?

Sometimes, there are obstacles – real or perceived – that can get in the way of making risk enablement work. You will come to learn how these might be managed as you work through the later sections of this resource.



Thinking about the work you do now, you might be able to identify some of the things that can get in the way of providing the right balance of choice and control to the people you support:

- **Family and staff preferences:** Family members and support workers can adopt an overprotective ‘parenting’ role. This approach, called paternalism, can influence choice and be restrictive, often limiting opportunities.

Let’s think about this scenario. *The person you support wants to go for a walk outside on a warm day, but you are concerned they might get sunburnt and you decide you should both go for a drive in the car instead.*

Can you see how this outcome did not support the person’s choice to go for a walk?

In this case, you could have thought about how to minimise harm in a way that you yourself might do it. You might have suggested, for example, wearing a hat, putting on sunscreen, or taking a bottle of water. You could also limit the walk to no more than 30 minutes. This risk can still be enabled and can be done in a way that reduces the risk of sunburn.

- **Core values:** These can affect the quality of the support you provide. So, if protection is one of your core values, then you might be more likely to make decisions which are suited to *you* rather than the individual you support. For example, you might do all the cooking for fear of anyone getting burnt from using the hot stove. Remember, risk enablement requires balance.
- **Ways of communicating:** One way attitudes are demonstrated in the workplace is through the use of language. Consider these statements from support workers:

*“I’ll do this bit, Sarah. It’s a sharp knife and too dangerous for you.”*  
*“Stand back, Robert, the stove is hot. Don’t get too close.”*

Communicating in this way suggests that these support workers are concerned with protection. We can start to change this approach, however. The statements have now been changed to demonstrate how you might speak when enabling risk:

*“Sarah, would you like to cut these vegetables? I’ll show you how.”*  
*“Remember, Robert, the oven is hot.”*

- **Time:** Sometimes support workers often feel there is limited time to get everything done. Enabling risk may require you to prioritise some aspect of your work over others. For example, on a given day, you may be required to spend more time filling out paperwork and this means you spend less time with the person you support. Shifting your thinking and planning will help you get the balance.

- **Worried something will go wrong:** Support workers often express their fear about getting into trouble from their manager or the organisation if the person they support is hurt through an activity involving risk. Working through this online resource will help you to learn how this worry might be managed by exploring the way your organisation supports risk enablement.
- **Lack of training:** support workers come from many different educational backgrounds and bring with them life experiences. Learning about techniques to support people with cognitive disabilities, like learning about enabling risk, should be an ongoing part of your working life. Completing training, like this is one way forward and will enable you to improve the quality of care you provide.

## What happens over time when disability support workers try to eliminate risk?

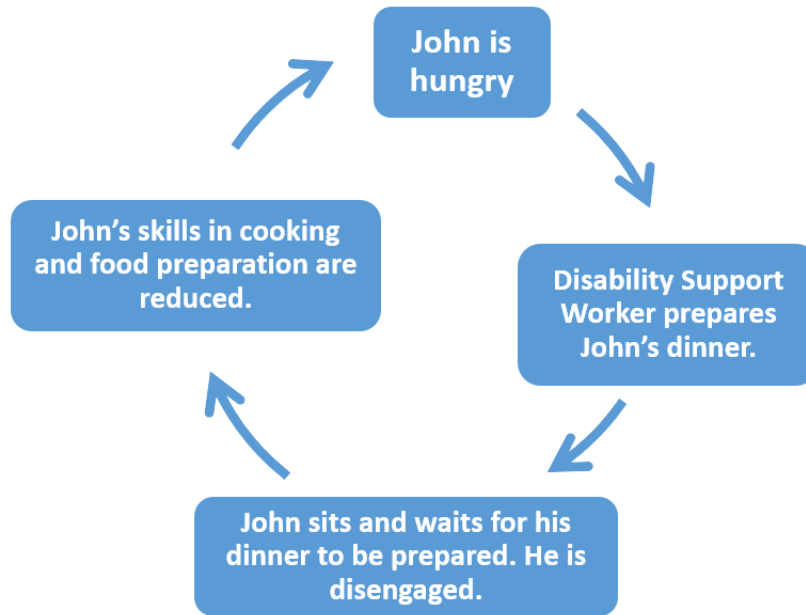
Risk can never be fully eliminated because risk also comes from not taking any risks at all.

A disability support worker who adopts risk averse practice can diminish a person's self-esteem, confidence and independence. There is also reduced opportunity for people being supported to learn and develop new skills. Unwanted physical and psychosocial outcomes can result.

A cycle of dependency is created when a risk averse approach is used. This means that the people you support are forced to rely on the support of others for their basic needs to be met.

When a support worker does not enable risk, they actually encourage the person they support to become more dependent on others for help. Wanting to eliminate risk creates an environment where there are no opportunities for people with cognitive disabilities to have a chance to learn from either failure or success and they can therefore become more vulnerable.

An example of a cycle of dependency is shown in Figure 3. In this example, John is not enabled to prepare his dinner, nor does he have any choice over how he would like his food prepared. His disability support worker prepares his dinner alone. John is disengaged. Amongst other things, over time this creates a cycle of John being reliant on others for food preparation.



**Figure 3.** Cycle of dependency is created when risk is eliminated

Can you remember those feelings you had when you were not supported to take part in a risky activity (see your response for Activity 1, Part 3)? A person with cognitive disability who is prevented from undertaking an activity involving risk would likely feel the same way. Eliminating risk should not be a part of the way in which you provide support. Your role is to enable people with cognitive disabilities to live an engaged life.

## ACTIVITY 2.1: Thinking about Risk Enablement

1. Complete the table provided below by re-writing the missing statements. A completed example is provided for you at the top.

The language of risk enablement	
Risk minimisation statement	Risk enablement statement
<i>"Tie up your shoelaces properly, Stuart. You'll trip and hurt yourself."</i>	<i>"Stuart, let me know if I can help you tie up your shoelaces."</i>
<i>"I'll put the cake in the oven, Shelley. It's too dangerous for you."</i>	
<i>"Simon wants to ride a horse? No. That's far too risky. He's not allowed to ride horses."</i>	
	<i>"Learning how to play the piano sounds like a great idea, Katie. Let's see what we can do to make it happen."</i>
<i>"What? Mario wants to run a marathon? Well, that's just not realistic, is it?"</i>	
	<i>"Claire, would you like to walk with me to the corner shop so we can get a coffee."</i>
<i>"I'll manage the money, David. It's best if I do this for you."</i>	
<i>"You can't go outside today. It's too hot and you'll get sunburnt."</i>	
<i>"No, there's no time to bake a cake today, Greg. I'm too busy."</i>	
	<i>"Craig, would you like to cut up the vegetables for dinner? Let me know if you need help."</i>

## ACTIVITY 2.2: Maggie's Cup of Tea

Read about Maggie's scenario below, then answer the questions.



### Maggie's Cup of Tea

Maggie enjoys having cups of tea throughout the day. She has limited strength in her arms to lift a heavy kettle. Her disability support worker, Carol, was scalded with boiling water when she was a child and so she is concerned about Maggie burning herself.

The kettle is kept in a locked staff office at all times. When Maggie wants a cup of tea, she has to wait for staff to make it for her. Sometimes, staff are busy supporting other residents and so Maggie can be left waiting for some time. Other times, staff forget to bring Maggie her cup of tea.

1. What is considered to be the "risk" for Maggie.

*Write your response in the box below:*

2. List all the things that are 'getting in the way' of enabling Maggie to make a cup of tea.

*Write your response in the box below:*

3. What has happened to the balance of protection and choice in Maggie's situation?

*Write your response in the box below:*

4. Write all the ways that you think Maggie's risk can be minimised, so as to enable her to make her cup of tea. An example has been provided for you.

*Write your response in the box below:*

- *An instant boil kettle can be purchased. This type of kettle has a button on it which, when pressed, will pour a fixed amount of hot water for one cup. This way, Maggie does not have to lift a full kettle with boiling water. ([click here for an example of an instant boil kettle](#))*

5. Thinking about the work that you do, and the experiences that you have had, can you remember a scenario when a person with cognitive disability was so protected from possible harm that they had little choice? Describe what happened. What did you think about this?

Write your response in the box below:



*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#). Suggested responses to the activities are provided in the [Resources](#) section.*

## Summary: Module 2

Enabling risk for the people you support is a means to support them living a full and engaged life.

In this module you learnt that:

- Risk enablement requires an ongoing balance between supporting a person's choice while minimising harm
- People with intellectual disabilities want to be supported to take risks
- Some things get in the way of supporting risk
- Risk can never be fully eliminated for anyone.

## **NEXT: Module 3: The 4 Essentials of Risk Enablement**

explores the key things you need to think about when enabling risk for a person you support.

# MODULE 3: The 4 Essentials of Risk Enablement



## MODULE 3: The 4 Essentials of Risk Enablement

In this module, you will learn about the 4 Essentials of risk enablement. Knowing about these Essentials is important because these are the things you need to think about to enable risk for the people you support.

You will learn that:

- The process of risk enablement starts with the person's choice.
- The 4 Essentials occur in no particular order, and sometimes all at the same time.
- Thinking about how much attention you give to each of these 4 Essentials is necessary for a successful risk enablement approach.

This video talk is a brief introduction to the 4 Essentials of Risk Enablement.



Watch the video: **Module 3: The 4 Essentials of Risk Enablement** on the website to introduce the Essentials and this module.

## Being Person Centred

All of the 4 Essentials require you to be person centred.

The person you support is at the heart of everything you do as a disability support worker. Being person centred is at the core of putting the 4 Essentials into practice. You need to know the person, their individual situation, their wants and desires. *What is important to them?*

Spending time with the person and listening to their choices is a key part of the risk enablement process.

Thinking about the people with cognitive disabilities that you support, you will understand that there is not a 'one size fits all' approach to being person centred. Everyone's needs are different.

The more you know a person the better you will understand their preferences and enable them to take risks.

## ACTIVITY 3.1: Josh’s Big Trip

Watch the video “Josh’s Big Trip” and then answer the questions.



Watch the video: **Module 3 Activity 3.1 Josh’s Big Trip** on the website. It will get you thinking about what it means to be person centred and how it is important to enabling risk.

1. Josh is excited about going on a trip to Newcastle, but just as the group is about to leave, he changes his mind about going. Why does Josh react in this way?

Write your response in the box below:

2. Leon, Josh’s Disability Support worker, phones Pete to seek advice. Instead of making a phone call, what could Leon have done to further understand Josh’s choice?

Write your response in the box below:

3. Thinking about the work you do, what are some of the ways in which you practice being person centred when supporting a person with cognitive disability? Examples have been provided for you.

*Write your response in the box below:*

- *I listen carefully to what the people I support want.*
- *The posters the person I support puts up in their room tell me what they are interested in.*

# The 4 Essentials

The 4 Essentials of Risk Enablement are:

1. Putting positives first
2. Being proactive
3. Staying true to preferences
4. Minimising harm

These are shown in Figure 4.



**Figure 4** The 4 Essentials of Risk Enablement

In Figure 4, you will notice that the Essentials are located together in the circle. This shows you that, in practice, they all happen at the **same** time.

One Essential is not more important than the other, they are in no right order and you need to think about all of them together

Another way of looking at the 4 Essentials is shown in Figure 5. In this case, the figure shows that all of the Essentials are given the same amount of attention because each ball is the same size.



**Figure 5** The 4 Essentials are all given the same amount of attention

***To make the process of risk enablement work, you will need to think about how much attention you give each Essential at any time for the person you support.***

There will be times when you will need to give more attention to one Essential over others. This is part of the process, and a judgement that you need to make. But you must weigh up all of the Essentials before making any judgement.

Figure 6 demonstrates one example of where more attention is given to some Essentials over others. The larger the ball, the more attention the Essential has been given. You will also find yourself needing to do this at times, depending upon the person you are supporting and the situation they are in.



**Figure 6** Some Essentials are being given more attention as shown by the larger sized balls.

Risk enablement is a dynamic process. It is constantly changing, depending upon the situation and the person’s needs. When you focus on all of the Essentials at the same time the process will lead to better quality of life outcomes for the people you support.

This video talk is a brief introduction to the 4 Essentials.



*Watch the video: **Module 3: The 4 Essentials of Risk Enablement** on the website which provides information about how to put risk enablement into action.*

While you work through this module, consider the following question:

***How could the 4 Essentials help you to enable risk for people with cognitive disabilities, so that they live more meaningful and engaged lives?***

# 1. Putting Positives First

Positive outcomes can come from taking risks. In Module 1, you were introduced to the positive benefits of engaging in risk. Remember those feelings you experienced when you took a risk in your own life and it had a good outcome and how your feelings changed when you were not supported to take part in a risky activity?

Putting Positives First is about supporting positive risk taking. This Essential is not about eliminating risk.

When supporting an individual with cognitive disability, you need to remember the benefits they can achieve from engaging in supported risk taking. Attempting to avoid risk will create negative outcomes. Table 1 below shows some of the benefits you can get from putting positives first compared with what is achieved through trying to eliminate risk.

**Table 1.** Outcomes that can come from risk enablement versus risk elimination

<b>Risk Enablement: Putting Positives First</b>	<b>Risk Elimination</b>
Build confidence	Loss of confidence
Meet new people	Social Isolation
Learn something new	Missed opportunity to learn new things
Experience something different	No new experiences
Engaged and enthusiastic	Lack motivation

## ACTIVITY 3.2: Tom's Business Idea



Watch the video: **Module 3 Activity 3.2 Tom's Business Idea** on the website to see an example of how to put positives first when enabling risk.

1. What is Tom's "exciting news"?

*Write your response in the box below:*

2. What could be the 'risk' in Tom's situation?

*Write your response in the box below:*

3. Describe how Tom’s dad demonstrates Putting Positives First when talking with Tom.

*Write your response in the box below:*



If you want to learn more about **Putting Positives First**, go to Module 3 Activity 3.2 on the online resource, click the grey button **LEARN MORE: GO TO EXTRA ACTIVITY 3.2 “David’s Skateboard”**



## 2. Being Proactive

When someone you support wants to participate in a risky activity, you need to spend some time working out how to make this happen. Saying ‘no’ can often be an immediate reaction, especially when at first you might not be sure how to make the activity happen. You might also need to provide support in a different way which could be unfamiliar to you and will take time to think about and plan.

In risk enablement, Being Proactive is about identifying the risk and then finding a way forward for the activity to go ahead. When the person you support wants to undertake a risky activity, you should change your reactive response from ‘no’, to a more proactive response like:

***“Let’s see how we can make that work for you”***

This Essential encourages you to think about being positive. You need to think about your response and think ahead about making this activity occur so that the person can follow through on their preference. The choice to participate in activities involving risk belongs to the person you support and your task is to make their choices happen.

# ACTIVITY 3.3: Gloria goes Rock Climbing



Read about Gloria’s scenario and then answer the questions.

### Gloria is going rock climbing

Gloria is a 25-year-old woman with intellectual disability who likes trying out new sporting activities, keeping fit and meeting other people. She has low support needs. Gloria saw a documentary on television recently where people with intellectual disabilities were learning how to rock climb and she has been talking about it ever since. She is keen to get the activity booked as soon as possible.

1. Identify all of the things that you would consider to be **positive** risks if Gloria were to go rock climbing.

*Write your response in the box below:*

2. Identify all of the things that you would consider to be **negative** risks if Gloria were to go rock climbing.

*Write your response in the box below:*

3. If you were Gloria’s disability support worker, how would you respond if you were being **reactive**?

*Write your response in the box below:*

4. If you were Gloria’s disability support worker, how would you respond if you were being **proactive**?

*Write your response in the box below:*

5. Thinking about the work you do, can you remember a time when you or someone you work with was reactive rather than proactive while supporting a person with intellectual disability to undertake an activity? Explain the scenario. What are your thoughts about this?

*Write your response in the box below:*

### 3. Staying True to Preferences

Staying true to preferences means that you need to understand the preferences of the person you support and then act on those. This Essential asks you to consider:

#### ***What does this person who is in this position want?***

As a disability support worker, you will need to work closely with the person and others who know them well to further understand and explore the risk they want to undertake.

Talk with the person to determine the severity of the risk and then make a judgement about proceeding with either of the following:

- continue with the person's chosen activity and reduce likely harm, or
- help the person consider other ways of following their preference

Figure 7 below helps to display how you can think about this Essential in your practice.

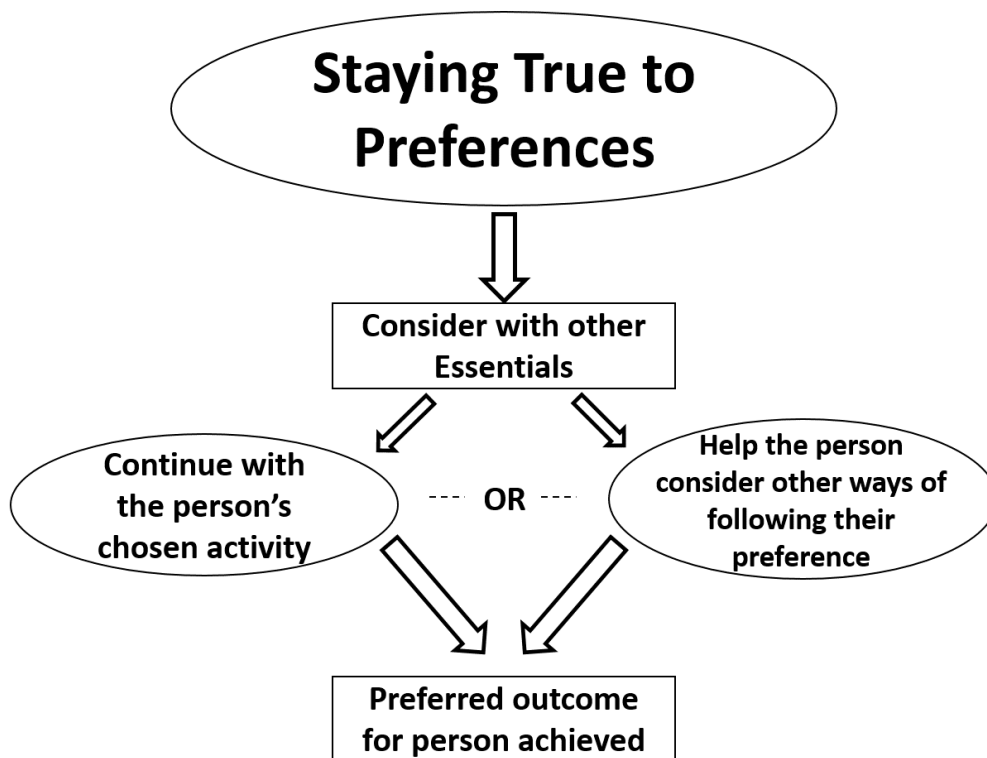


Figure 7 Staying True to Preferences

When you stay true to a person's preferences, you maximise their choice and control.

## ACTIVITY 3.4: Josh wants a Phone

Watch the video “Josh wants a phone” and then answer the questions.



Watch the video: **Module 3 Activity 3.4 Josh wants a Phone** on the website. It shows an example of how to stay true to preferences.

1. Why does Josh want a phone?

*Write your response in the box below:*

2. What are considered to be the **positive** risks for Josh in this scenario?

*Write your response in the box below:*

3. What are considered to be the **negative** risks for Josh in this scenario?

*Write your response in the box below:*

4. Describe how Josh’s disability support worker goes about **Staying True to Josh’s Preference** while reshaping his choice.

*Write your response in the box below:*

## ACTIVITY 3.5: Dan's Trek



Watch the video: **Module 3 Activity 3.5 Dan's Trek** on the website to see an example of how to *Stay True to Preferences*.

1. What is Dan's preference?

*Write your response in the box below:*

2. What could be the 'risk' in Dan's situation?

*Write your response in the box below:*



3. Owen, one of the disability support workers suggests an alternative activity for Dan. What is the alternative activity and how does Dan respond?

Write your response in the box below:

*Alternative Activity Suggested:*

*Dan's Response:*

4. Tony is the disability support worker who arrives to take over the afternoon shift. What does he suggest as a way forward so that they stay true to Dan's preferences?

Write your response in the box below:



If you want to learn more about **staying true to preferences**, go to Module 3 Activity 3.5 on the online resource, click the grey button **LEARN MORE: GO TO EXTRA ACTIVITY 3.5** "Amanda wants to walk her dog"

## 4. Minimising Harm

Minimising harm while enabling a person with cognitive disability to take risks is an important balance you need to manage. Harm minimisation is not the same as harm elimination.

This Essential involves you thinking about reducing likely harm that may occur to one of the following areas of a person's life:

- Financial
- Psychosocial Well-Being
- Physical Health and Safety

Often, support workers explain that they find themselves giving more priority to reducing harm, but this approach is aversive and can prevent an individual from engaging in risk.

Think about this scenario:

*You are Gemma's support worker. Gemma wants to go swimming, but you say 'no, it is the middle of winter, and you will catch a cold. Let's stay inside and watch television today.'*

Here, you focussed mostly on Minimising Harm rather than thinking about all of the Essentials at the same time. A risk averse approach was taken so risk was not enabled. Figure 8 shows what the Essentials can look like when more attention is given to Minimising Harm.



**Figure 8** More attention is given to Minimising Harm

Remember, risk also arises from avoidance. What risks do you think there were for Gemma from saying 'no' to her going swimming? (see Table 1 for some ideas).

## ACTIVITY 3.6: Tanya's Date



Watch the video: **Module 3 Activity 3.6 Tanya's Date** on the website to see an example of Minimising Harm.

1. Tanya has been asked out on a date by someone she met at the gym and she is excited about going. What does her mum think is the 'risk' to Tanya in her situation?

*Write your response in the box below:*

2. What does Tanya want?

*Write your response in the box below:*

3. What things does Tanya’s disability support worker ask her to think about as a way to minimise harm?

Write your response in the box below:



*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#). Suggested responses to the activities are provided in the [Resources](#) section.*

**LEARN  
MORE**

If you want to learn more about **minimising harm**, go to Module 3 Activity 3.6 on the online resource, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.6 “Susan’s Smoothie”**.

## Summary: Module 3

Enabling risk requires that you **give your attention** the 4 Essentials of Risk Enablement at the same time.

In this module you learnt that:

- Being **person centred** means knowing the person
- Risk enablement always considers both the **positive and negative benefits** of risk taking
- Being **proactive not reactive** assists in positive risk-taking
- **Staying true to an individual's preference** maximises choice and control
- **Minimising harm** cannot be your only focus.

**NEXT: Module 3: Extra Activities** to extend your learning about some of the Essentials of Risk Enablement.

# Module 3: Extra Activities

## Extra Activity 3.2: David's Skateboard



**Read about David's scenario and then answer the questions.**

### David's Skateboard

David has always enjoyed riding his skateboard. He experiences great enjoyment from being able to get out and explore his neighbourhood. Skateboarding makes David feel alive, it enables him to have some independence and keeps him exercising.

Recently, David rode over an uneven path, lost balance and fell. This caused a deep graze to his elbow. The wound has taken a couple of weeks to heal fully, but David is otherwise well.

David's disability support worker has instructed that he is to no longer ride his skateboard down the street, only in the backyard.

1. Let's think about "Putting Positives First" for David. Explain all of the positive aspects that you can think of that he would experience from riding his skateboard when and where he wanted. An example has been provided for you.

*Write your response in the box below:*

- *David feels independent when riding his skateboard.*

2. David's skateboarding has now been restricted to the backyard. Explain all of the things that you can think of that he would experience from having this change imposed on him. An example has been provided for you.

*Write your response in the box below:*

3. In what other ways might David's disability support worker have responded to this situation? An example has been provided for you.

*Write your response in the box below:*

- *Keep David's skateboarding routine the same.*
-

4. Thinking about the work you do, can you remember a time when you or someone you work with did not consider “Putting Positives First” while supporting a person with cognitive disability? Explain the scenario. What are your thoughts about this?

*Write your response in the box below:*



## Extra Activity 3.5: Amanda wants to walk her dog

**Read about Amanda’s scenario, then answer the questions.**

### **Amanda wants to walk her dog**

Amanda has a dog called Bob. About three times per week, Amanda takes Bob for his usual walk along the nearby foreshore. The walk usually takes about 30 minutes.

Today, Amanda’s disability support worker, Sarah, feels that it is too windy outside to walk Bob. She does not want to be out in the cold air and is concerned Bob will be hard to hold on the leash in such weather conditions. Sarah suggests that they compromise and go for a drive in her car with Bob. Amanda agrees to proceed in this way.

Sarah knows that Amanda likes milkshakes. During their drive, Sarah drives through the drive-through window at the local fast food restaurant to buy a milkshake for each of them. Sarah then parks the car in a parking bay along the foreshore, so that they can look out onto the beach while finishing their drinks. Sarah looks over at Amanda and is pleased that she appears happy. Bob is asleep.

1. What did Sarah see as the risk in this situation?

*Write your response in the box below:*

2. Do you think Sarah’s suggestion to go for a drive was in fact a ‘compromise’? Explain your thoughts.

*Write your response in the box below:*

3. Explain whether you believe that Sarah remained true to Amanda's preference.

*Write your response in the box below:*

4. In what ways could Sarah have supported Amanda to take Bob for a walk?

*Write your response in the box below:*

5. Sarah was pleased that she could see that Amanda was happy. Describe whether you think Amanda being 'happy' was a good outcome in this situation.

*Write your response in the box below:*

6. Thinking about your own work as a disability support worker, can you remember a time when you or someone you work with did not stay true to your client's preferences? Explain the scenario and your thoughts about the situation.

*Write your response in the box below:*

## Extra Activity 3.6: Susan’s Smoothie

**Read about Susan’s scenario, then answer the questions. Note that this scenario is in two parts. Only the second part has a video.**



### **Susan’s Smoothie – Part One**

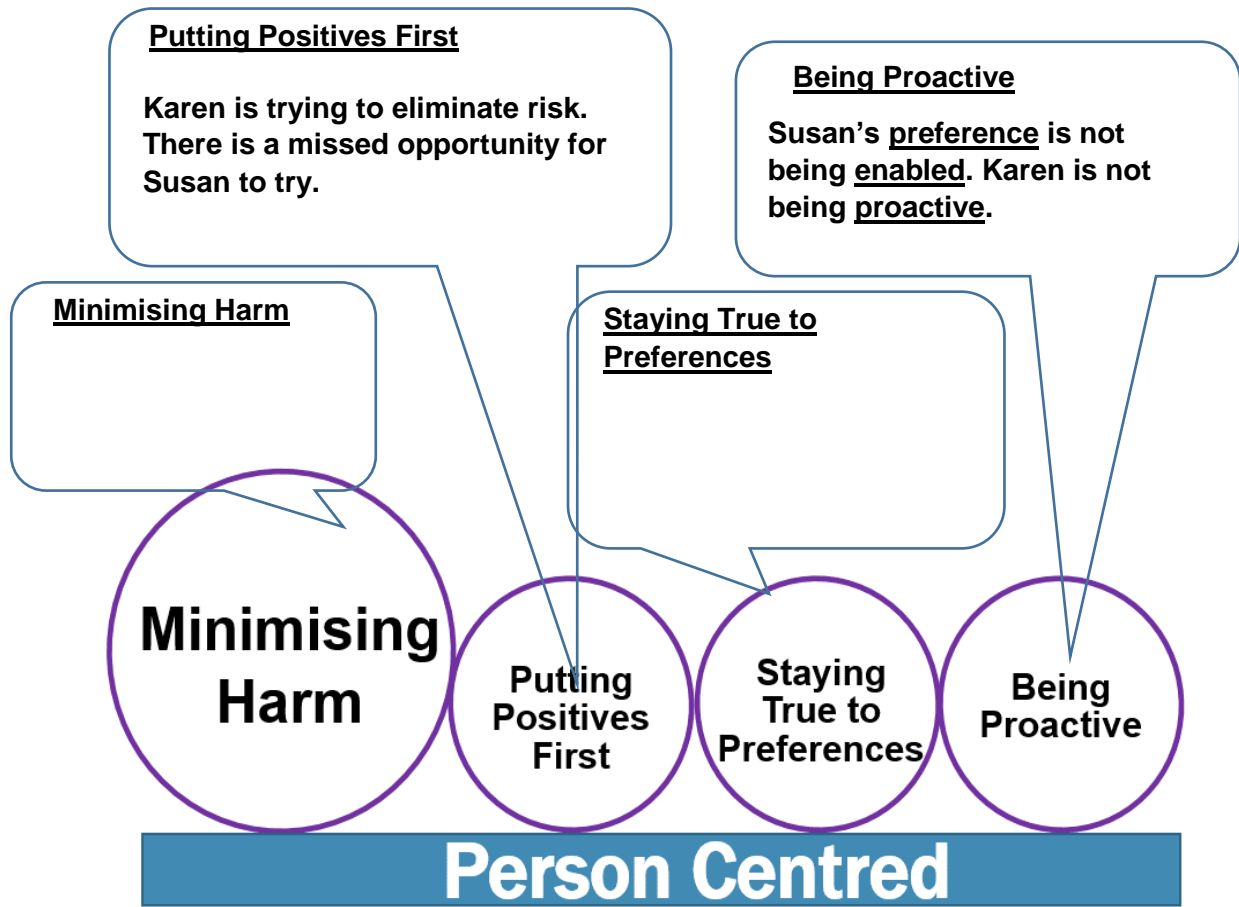
Susan likes to drink strawberry smoothies. Her disability support worker, Karen, is making one for her. Susan’s grip is weak, and Karen does not want Susan to cut herself while chopping up strawberries.

Susan would like to be involved, but instead watches while her smoothie is being prepared. She is not participating.

1. What is considered to be the “risk” in Susan’s scenario?

*Write your response in the box below:*

2. Complete the remaining blanks in the figure below to describe what is happening in Susan’s scenario with each Essential.



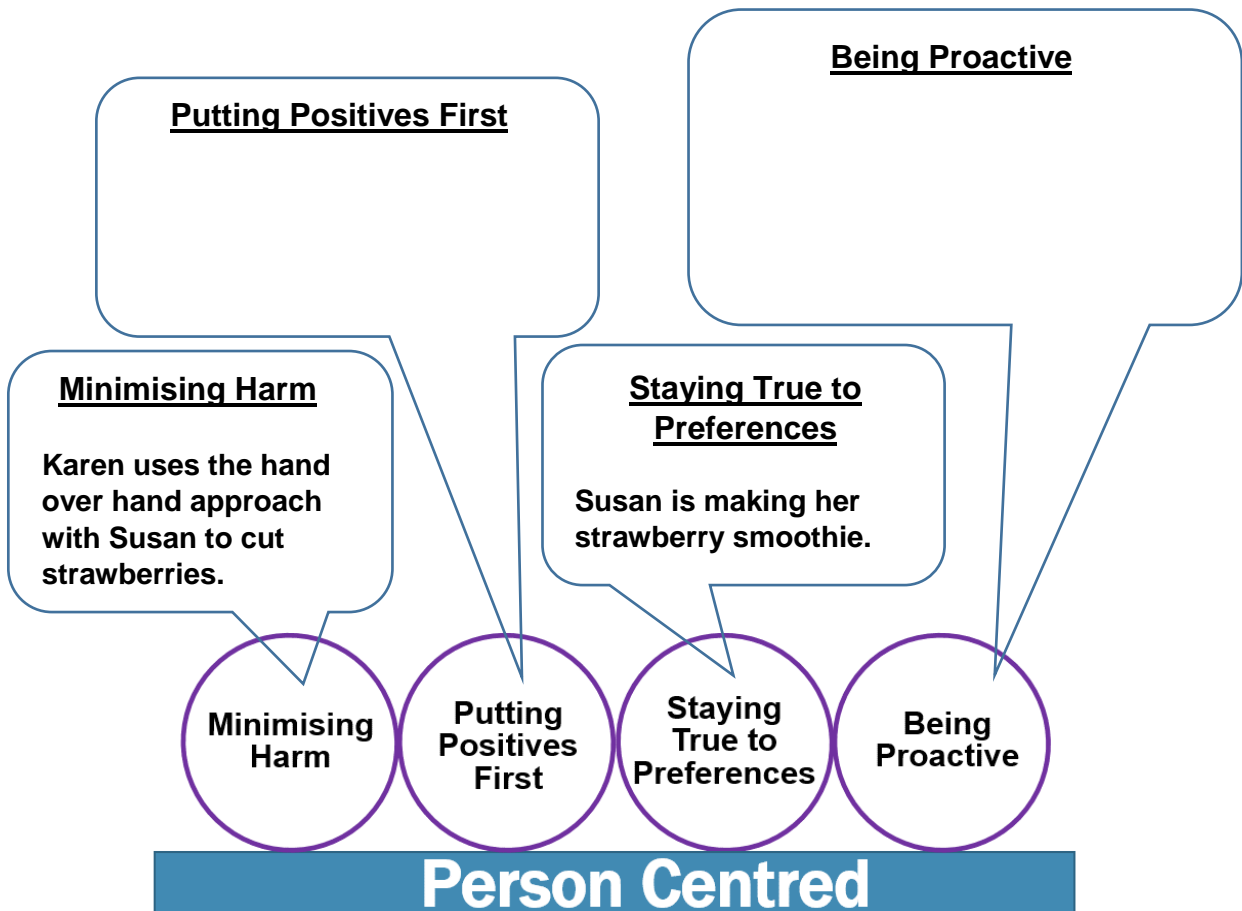
### Susan's Smoothie – Part Two with video

Karen has now completed her risk enablement training and has learnt about the 4 Essentials. Watch the video to see how Susan is now involved in making her strawberry smoothie.



Watch the video: **Module 3 Extra Activity 3.6 Susan's Smoothie** on the website to see how harm is minimised.

1. Complete the remaining blanks in the figure below to describe what is now happening in Susan's revised scenario with each Essential.



2. Thinking about your own work as a disability support worker, can you remember a time when you or someone you work with put too much importance on minimising harm? Explain the scenario, the outcomes and your thoughts about the situation.

*Write your response in the box below:*



*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#). Suggested responses to the activities are provided in the [Resources](#) section.*

**NEXT: Module 4: Risk Enablement in Action** explores other factors you need to think about when working with [The 4 Essentials of Risk Enablement](#) in order to enable risk for someone you support.

# MODULE 4: Risk Enablement in Action



# MODULE 4: Risk Enablement in Action

In Module 3, you learnt about The 4 Essentials of Risk Enablement. In this Module, you will learn how to put these Essentials into action using the process of risk enablement.

This video is an introduction to this module.



*Watch the video: **Module 4: The Process of Risk Enablement** on the website which provides information about the entire process to follow when enabling risk in your work.*

In this module, you will learn:

- How to apply the 4 Essentials to your practice using the risk enablement process
- That the Risk Enablement Process requires thinking about **working together, context, planning** and **accountability**.
- How to apply the risk enablement process to different scenarios involving people with cognitive disabilities.

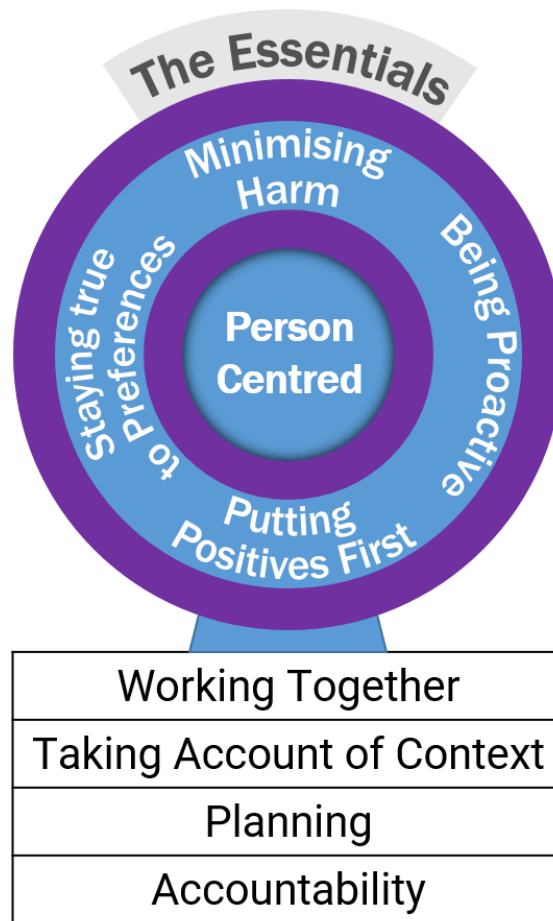
## The Process of Risk Enablement

The 4 Essentials are positioned within a broader range of things that you need to consider to make risk enablement work.

These are:

- Working Together
- Taking Account of Context
- Planning
- Accountability

Figure 9 shows how the Essentials fit with the other aspects you need to work with when enabling risk. The process of risk enablement starts with the 4 Essentials.



**Figure 9** The Process of Risk Enablement

## Working Together

As a support worker you usually work as part of a team. Enabling risk successfully **always** requires you to collaborate with the person. Other people you will need to work with may include:

- Disability support workers at your place of work
- Your practice leader or front line manager
- Family members – for example: parents, brother, sister
- Friends of the person you support
- Other people living in the group home
- Others as required – for example: the person’s employer, the taxi driver, health professionals

Staff shift plans might need to change, handover will need to be clear and all staff supporting the person must be aware of the person's choice to enable a consistent approach to the support provided.

Risk enablement requires consistency. It does not work when some of the team revert back to a protective approach. Remember, the 4 Essentials need to be kept in balance during the entire process.

Teamwork is a key part of the risk enablement process. When teams work together to reach a common view about enabling risk, this can lead to more reflective and creative approaches around the support you provide.

## Taking Account of Context

You will need to consider the context to enable risk-taking behaviour. The context refers to anything in a particular situation you will need to deal with so that risk can be supported. Context can include things like the:

- **Weather** – will it be fine to go outside?
- **Cost** – what are these and who will pay for them?
- **Accessibility** – will the person have easy access to shops and public transport?
- **Walking paths** – are these even or will there be stairs the person will need to use?
- **Timing** – what times will the movie be shown? What time should the person catch the train to get there?
- **Crowds** – when is it least busy at the gallery so the person will behave more comfortably?
- **Physical** – what is the space like around the person? This can include the colour of bedroom walls and type of furniture.
- **Social inclusion** – will the person become socially isolated if they moved out of home?
- **Catering** – will the person have any allergies to types of food being served at an event?

This list does not include all items you need to consider because all of that will depend upon what the person you are supporting wants to do. Your task is to make their choice happen by thinking about the context that they are in.

## Planning

You will have noticed by now that careful planning is required for risk enablement to work. If there is more risk to manage, there will be more planning.

Examples of planning include:

- Having **discussions** with people in the team

- **Exploring** the context that the risk will occur in
- Finding out more **information** about the risk before you proceed
- **Thinking** about other alternatives that can be undertaken while staying true to preferences
- **Organising** or booking things like transport
- **Talking** to other people that know the person well
- **Trying** out alternative activities

Risk enablement involves supporting a person with cognitive disability to take risks and this can happen when you have given their situation proper thought and planning so that potential for harm is minimised.

Sometimes you cannot plan everything in advance. There are times when you will need to plan as you go about your work. If a situation changes as you are supporting someone, you will need to manage that.

We have already noted that risk enablement is a dynamic process, and always changing, so you will need to change with it.

## Accountability

When enabling risk, it is important to understand that not everything will go as you have planned it. Accountability starts with describing the process.

Being able to describe the process is an important part of risk enablement. It allows you to reflect upon your practice and think about what you might do differently the next time so that you are less likely to have a negative outcome.

Disability support workers sometimes explain that they worry about what will happen to the person they support, the organisation and themselves if taking a risk involves some negative consequences for the person.

In these situations, you are unlikely to be blamed but you will need to be ready to explain the entire process you undertook to enable risk. Using the 4 Essentials will help you do this.

### ***What did you do?***

You can use the process outlined in Figure 9 to help you explain what you did.

Describing the process means you can describe what you did to achieve the outcome you got.

Scenarios are provided next to demonstrate how to put all of this into action.

## Case Scenario: Cody is Moving out of Home

This case scenario “*Cody is moving out of home*” is provided to demonstrate how the risk enablement process begins with the 4 Essentials and at the same time, it also considers the aspects of: *Working Together*, *Taking Account of Context* and *Planning*. It ends with being *Accountable*.

Read through the scenario to learn how the process of risk enablement has been applied to enable Cody to move out of home.

Cody has lived at home with his siblings all of his life and he wants to move out of home with two of his mates from work. Cody is a 23 year-old man with intellectual disability.

His Dad is concerned and thinks that Cody is not being realistic and that he is just following the lead of his friends, but is also aware that saying ‘no’ is not how to deal with this situation.

### PERSON CENTRED

Cody wants to move out of home and live with his friends. He wants to experience living away from his family and to see what it is like to be more independent. Cody feels that the time has now come for him to try this.

### PUTTING POSITIVES FIRST

Dad acknowledges that like many, it is not uncommon for people of Cody’s age to move out of home. Dad recognises this is a milestone and he explores the idea more with Cody. They have a conversation, and his Dad asks, “*Cody, what is it about moving out of home that you like?*” This approach exemplifies putting the positives first by exploring the idea with Cody rather than operating from a position of protection and choice alone.

While Cody’s Dad might be unsure, he proceeds to support Cody from a positive position and together they look at all aspects that are important to Cody. They also discuss aspects that are of concern to Cody. These include monitoring his finances and keeping the house clean.

### BEING PROACTIVE

While he does not express this to Cody, Dad is feeling anxious and concerned about Cody moving out of home. He has concerns about how he will pay the bills, how he will support himself, how he will prepare meals and look after himself. He is quietly concerned that Cody will be taken advantage of, by his friends or strangers.

However, Dad knows that moving out of home is important to Cody – it is Cody’s choice. Instead of being reactive and saying ‘no’, he reaches out to the parents of Cody’s friends and, together with Cody, they begin planning for ‘moving out of home’. At this stage it is exploration. Dad is working with Cody and not directing. Together, with the other parents and Cody’s friends, they begin to map out what ‘moving out of home’ might look like. Together, they agree that a trial would be good, some sort of pilot, so the three

friends can test the waters and see if they like living together and if they can take care of themselves. Together, they begin to plan. Together, they are proactive.

### STAYING TRUE TO PREFERENCES

As part of the planning, the families engage a support worker to provide support for 6 weekends. The plan is for the three friends and the support worker to begin to test living together. They consider taking it in turns to live at each other's family homes for the 6 weekends, however, Cody and his friends feel like this is not what they really want, it's not what moving out of home would really be like.

The support worker suggests they could try to book an Air B'n'B for 6 consecutive weekends, in a place that is familiar to each of them. Cody and his friends are very good with their mobile phones and enjoy using apps. With the support worker, they book the Air B'n'B and show their parents how to use the app and they communicate with each other on Facebook as they plan their weekends away.

The support worker assists them to think of how they will purchase groceries, do household chores and manage interpersonal conflicts while they are away each weekend. Cody and his friends and the support worker begin the 6 weekends away and experience living away from home.

### MINIMISING HARM

By using this approach, by working together, planning and thinking about the context within which this experience is occurring, harm is minimised. After the 6 weekends, Cody decides for himself that it isn't what he really wanted, that he would prefer to stay at home with his family and to go away with his friends on holiday instead. His friends decide to move out of home and move in together and they continue to keep in touch. Cody has decided that he would still like to move out of home in the future, just not right now.

### ACCOUNTABILITY

Ultimately, Cody decided to stay at home with his family.

The process that was taken to reach this outcome for Cody included:

- **Putting Positives First:** Exploring the idea of his move with his Dad
- **Being Proactive:** Cody's Dad engaged in discussions with Cody, Cody's friends and the parents of Cody's friends to explore ways to assist in Cody's move. This included agreeing on a trial move.
- **Staying True to Preferences:** Cody's preference was to move out of home. Some alternate suggestions were offered, so as to help him think about other ways of following his preference (e.g., living at each friends' house on 6 weekends). The disability support worker suggests booking an Air BnB for 6 consecutive weekends.
- **Minimising Harm:** there were many potential risks for Cody – including whether he would be able to look after himself, pay bills, and that he might be taken advantage of when he moved out of home. Harm was minimized through careful planning and with discussions about this with his disability support worker and his friends.

## ACTIVITY 4.1

1. What are considered to be the “risks” in Cody’s scenario?

*Write your response in the box below:*

2. List the people who “**Worked Together**” in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- *The person – Cody*
- *Cody’s Dad*

3. Describe what needed to be considered as part of the “**Context**” in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- *Financial: Costs associated with renting*
- *Access: Location of new place of living*

4. Describe the type of “**Planning**” that was undertaken in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- *Discussions around re-shaping Cody’s preference*
- *Engaging a support worker*



## Case Scenario: Angela's Birthday Cake

This case scenario “*Angela's Birthday Cake*” is provided to demonstrate how the risk enablement process begins with the 4 Essentials and, at the same time, it also considers the aspects of: *Working Together, Taking Account of Context* and *Planning*. It ends with being *Accountable*.

Read through the scenario to learn how the process of risk enablement has been applied.

Angela is a 53 year-old woman with intellectual disability. She really enjoys eating sweet foods, especially cake. Angela has Type II diabetes and takes two different types of oral medication (oral hypoglycaemic medication) to keep her blood glucose levels in control. Mostly, Angela does control her diabetes well, though her recent blood test results revealed her glucose control was not optimal. Her general practitioner made some changes to her diabetes medication management plan which Angela has been following for the past fortnight.

Next week it is her birthday and she has requested to have a birthday cake at her party. Her friends and family are coming to her home to celebrate with her. Angela lives in a group home that she shares with three other people where there are 24-hour support staff.

Her disability support worker, Joan, is concerned about Angela eating cake because of her diabetes. She is further concerned about Angela eating other foods at the party which could affect her diabetes control.

### PERSON CENTRED

Angela wants a cake that she will have at her birthday party to share with family and friends.

### PUTTING POSITIVES FIRST

Rather than operating from a ‘protection’ perspective, Joan, asks Angela what type of cake she would like to have. Angela says that her preference is to have a chocolate cake. Joan recognises that this is a special event for Angela, and puts positives first by not seeking to eliminate the risk that eating chocolate cake could have on Angela's blood glucose levels.

### BEING PROACTIVE

Joan is quietly concerned about Angela eating foods at her party that will affect her blood glucose levels and then her overall diabetes control. Angela could become unwell and then Joan is aware that she will have to explain what happened to her organisation.

Joan discusses with Angela that it would be a good idea to contact her diabetes educator to discuss food choices for her party. Angela agrees, and they organise a meeting with the three of them – Angela, Joan and the diabetes educator. At the meeting, the diabetes educator explains that Angela has generally good control over her blood glucose levels since the recent change to her management plan by her general practitioner. She further explains that, in this situation, Angela having a slice of chocolate cake on her birthday will unlikely have consequences that will lead to hospitalisation.

**STAYING TRUE TO PREFERENCES**

As part of the planning meeting, Angela's diabetes educator suggests that the cake can be a small or medium-sized one, so that portion sizes are not too large and that it is shared amongst the guests. She also recommends having one with little or no icing so as to reduce sugar intake. Angela says that she does not mind the size of the cake, so long as it is chocolate and has sparklers on the top.

During the meeting, and with Angela's permission, the diabetes educator phones Angela's dietitian to be sure that she has not missed anything. The dietitian suggests that a piece of cake is unlikely to cause harm. With the concern about other foods Angela may eat at her party, the dietitian suggests that the party menu will need to be well planned in advance. It is suggested that foods with low carbohydrates are served. These include, for example, diet jelly and diet soft drink alternatives.

The dietitian also advises that Angela take a brief 30-minute walk following her party and again before bed if possible. This sort of approach will have the biggest impact on lowering her glucose levels the next morning.

The dietitian further suggests that Angela's blood glucose levels are checked in-house before she goes to bed following the party and again early next morning, so that these are monitored a little more closely. If Angela's morning glucose readings are found to be high compared with her usual readings, then it is suggested that Angela take another 30 minute walk to reduce it. Her glucose levels can be checked again following the walk, and if there is further concern, then Angela's general practitioner can be contacted for advice.

It is further recommended that for meals during the week following and leading up to Angela's party, that her meals include salads and vegetables, so as to keep her glucose levels stable in as much as possible around her event. Angela is agreeable to the change in her meals for the next fortnight as she understands that this is required for her health. Joan informs the Practice Leader of the need to make these changes to Angela's weekly meal plans.

**MINIMISING HARM**

Denying Angela a cake for her birthday celebration could cause harm to her psychosocial well-being – she could, for example, become sad, lack motivation and enthusiasm if her request was denied. She might not enjoy her party as much. Trying to eliminate risk will bring with it its own risk. Much planning has gone into ensuring Angela's preferences are supported and risk to her glucose control is minimised.

Angela had a lovely birthday celebration, ate a slice of chocolate cake and took a brief walk with her guests after her party, another walk with her support worker before bed and again the next morning. Although her blood glucose levels experienced a small rise before bed, her readings were back to within normal ranges the following day.

**ACCOUNTABILITY**

The process that was taken to reach this outcome for Angela included:

- **Putting Positives First:** Discussing with Angela what type of cake she would like.
- **Being Proactive:** Instead of saying ‘no’ to Angela having a cake, careful planning was undertaken by Joan, who worked with Angela and together they discussed Angela’s preferences with the relevant people.
- **Staying True to Preferences:** Angela’s preference was to have a chocolate cake. A smaller sized option was suggested to Angela, but her preference for a cake was maintained.
- **Minimising Harm:** it is often difficult when trying to balance enabling risk while ensuring positive outcomes. In this situation, Joan was very careful to involve Angela and plan the party menu in advance. Together, they sought advice from diabetic professionals, and the advice provided included: low sugar food options at the party, checking of glucose levels and additional exercise in the form of walking. Also, Angela’s weekly meal plans included adding extra vegetables and salads to help stabilize her glucose as much as possible before and after her party took place.

## ACTIVITY 4.2

1. What are considered to be the “risks” in Angela’s scenario?

*Write your response in the box below:*

2. List the people who “**Worked Together**” in Angela’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- *The person – Angela*
- *Disability Support worker – Joan*

3. Describe what needed to be considered as part of the “**Context**” in Angela’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- **Catering:** *Foods Angela can eat, size of her cake*
- **Health:** *The type of blood glucose control Angela has normally*

4. Describe the type of **“Planning”** that was undertaken in Angela’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- *Meal planning during the week to include vegetables and salad*
- *Added blood glucose level readings*

## ACTIVITY 4.3: Shane’s New Start

**Read Shane’s scenario below, then answer the questions.**

Shane has recently been in jail and is currently on parole. Shane’s parole conditions state he is required to have stable accommodation. Shane wants to live in his home town with his brother, Macca, who is a fly-in, fly-out worker in another state.

Macca is away from home a lot with work but would also like Shane to live with him. In the past, Shane has felt lonely and isolated and ended up with a group of peers who led him into criminal activity.

Shane has a moderate intellectual disability and has had part-time jobs in the past. He particularly enjoyed working on cars and with mechanics.

A high priority for Shane is not going back to jail.

Macca is leaving his job in 12-months’ time and will be taking up a new job in the local area. You are working with Shane as his disability support worker.

1. What are considered to be the “risks” in Shane’s scenario?

*Write your response in the box below:*

2. How will you be person centred with Shane?

*Write your response in the box below:*

3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Shane's preference? Describe what you would consider for each of the Essentials below.

a. Putting Positives First

*Write your response in the box below:*

b. Being Proactive

*Write your response in the box below:*

c. Staying True to Preferences

*Write your response in the box below:*

d. Minimising Harm

*Write your response in the box below:*



You have now thought about the 4 Essentials in relation to Shane’s scenario. The questions below ask you to think about the process of risk enablement.

1. Can you find examples of how you have **worked together** to enable Shane’s preference?

*Write your response in the box below:*

2. Explain whether you had **taken account of context** to enable Shane’s preference.

*Write your response in the box below:*

3. Can you find examples of the **planning** you did to enable Shane's preference?

*Write your response in the box below:*

4. Briefly describe **what you did** to enable Shane's preference. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First:**
  
  
- **Being Proactive:**
  
  
- **Staying True to Preferences:**
  
  
- **Minimising Harm:**

## ACTIVITY 4.4: Chloe Catches the Train

**Read Chloe's scenario below, then answer the questions.**

Chloe catches the train to work each day and has been doing so for many years. Recently, however, a new ticketing system has been introduced where train commuters have to 'touch on' and 'touch off'. Chloe often forgets to do so and, as a result, has incurred large fines.

The support workers are now considering driving Chloe to work, or arranging a bus to come and pick her up.

Chloe is upset and frustrated as she enjoys catching the train but does not seem to understand she cannot afford to keep incurring fines.

Her support worker says, "Well, it's tough, I know, but she just has to realise she can't catch the train anymore. If she's going to choose not to touch on and off, then that's the consequence. No more train, it's just too risky."

1. What is considered to be the "risk" in Chloe's scenario?

*Write your response in the box below:*

2. How will you be person centred with Chloe?

*Write your response in the box below:*

3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Chloe's preference to catch the train? Describe what you would consider for each of the Essentials below.

a. Putting Positives First

*Write your response in the box below:*

b. Being Proactive

*Write your response in the box below:*

c. Staying True to Preferences

*Write your response in the box below:*

d. Minimising Harm

*Write your response in the box below:*

You have now thought about the 4 Essentials in relation to Chloe’s scenario. The questions below ask you to think about the process of risk enablement.

1. Can you find examples of how you have **worked together** to enable Chloe to catch the train?

*Write your response in the box below:*

2. Explain whether you had **taken account of context** to enable Chloe to catch the train.

*Write your response in the box below:*

3. Can you find examples of the **planning** you did to enable Chloe's preference?

*Write your response in the box below:*

4. Briefly describe what you did to support Chloe to catch the train. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First:**
  
- **Being Proactive:**
  
- **Staying True to Preferences:**
  
- **Minimising Harm:**

## ACTIVITY 4.5: Scissors for Romeo

**Read Romeo’s scenario below, then answer the questions.**

Romeo likes to cut out pictures from magazines for his scrapbook but staff say it is too dangerous for him to have a pair of scissors. Staff keep the scissors in the locked office because if Romeo sees the scissors he will try to grab them.

Romeo has developed a reputation for behaviours of concern and staff have asked for a referral to the behaviour support team to stop Romeo from grabbing the scissors.

1. What is considered to be the “risk” in Romeo’s scenario?

*Write your response in the box below:*

2. How will you be person centred with Romeo?

*Write your response in the box below:*



3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Romeo's preference to have a pair of scissors? Describe what you would consider for each of the Essentials below.

a. Putting Positives First

*Write your response in the box below:*

b. Being Proactive

*Write your response in the box below:*

c. Staying True to Preferences

*Write your response in the box below:*

d. Minimising Harm

*Write your response in the box below:*

You have now thought about the 4 Essentials in relation to Romeo's scenario. The questions below ask you to think about the process of risk enablement.

1. Can you find examples of how you have **worked together** to enable Romeo's preference?

*Write your response in the box below:*

2. Explain whether you had **taken account of context** to enable Romeo's preference.

*Write your response in the box below:*

3. Can you find examples of the **planning** you did to enable Romeo's preference?

*Write your response in the box below:*

4. Briefly describe what did to support Romeo to have a pair of scissors. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First:**
  
  
  
  
  
  
  
  
  
  
- **Being Proactive:**
  
  
  
  
  
  
  
  
  
  
- **Staying True to Preferences:**
  
  
  
  
  
  
  
  
  
  
- **Minimising Harm:**



*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the Contact Form. Suggested responses to the activities are provided in the Resources section.*

## Summary: Module 4

You can use the risk enablement process to support anyone who wants to take a risk. In this module you learnt that:

- Risk enablement is **collaborative**, requires careful **planning** and considers the **context** you are working in
- Advanced planning is not always possible, but you can still make judgements and refine your responses as you go to minimise harm.
- Using the risk enablement process diagram will help you to be **accountable** by **describing the process** you took to enable risk for the person you support.

### **NEXT: Module 5: Being someone who enables risk**

describes the skills disability support workers should have to enable risk, and it also provides feedback from support workers who have put risk enablement into practice.

# MODULE 5: Being Someone who Enables Risk

## MODULE 5: Being Someone who Enables Risk

In this module, you will learn about what it means to be someone who enables risk. Enabling risk is part of supporting people to make decisions. You are enabling the person's choice, even when risk is identified.

By now, you will have noticed that many benefits come from supporting a person with cognitive disability to take risks. In this module, you will also learn that there are many benefits that you can experience when you enable these opportunities to happen for others.

You will learn that:

- A specific set of skills is used to provide support that involves risk
- Empowering others through risk enablement makes **them** feel good
- Empowering others through risk enablement makes **you** feel good
- There is not one way to enable risk

This video talk is a brief introduction to putting risk enablement into practice:



*Watch the video: **Module 5: Being Someone who Enables Risk** on the website which summarises how to keep moving forward with enabling risk in your work.*

### Skills needed to enable risk

People with cognitive disabilities want to take part in activities involving risk but they may have difficulties with things such as:

- planning ahead
- understanding risks
- weighing up the positive and negative outcomes that can come from taking risks
- being engaged

Therefore, you need particular skills to provide support for people with cognitive disabilities to take risks. You cannot just rely on every day common sense.

Thinking about the work you do and the support you provide, you can probably already name some of the skills you need to have when enabling risk.

Thinking about what has been discussed and shown in this learning resource, and what you might have tried, you will have noticed that the following skills are used by someone who enables risk:

- **Listening:** to what the person wants.

- **Communication:** talking through or observing, or talking with others to explore the person's options.
- **Planning:** including the ability to plan your time and organise activities.
- **Creative thinking:** to think of alternatives or modifications to the risky activity if needed.
- **Teamwork:** working with others to enable risk.
- **Flexible thinking:** you may need to change your support 'on the run' as the situation changes and evolves in real time. You will also need to think about the 4 Essentials all at the same time to get the risk enablement process started.
- **Judgement:** making a decision about what to give priority to so that risk can be enabled.
- **Reflective practice:** thinking about what you did and whether it worked and how you might do it differently the next time. This is part of being accountable.

It is important to remember that risk enablement is not a set of skills, it is a process. Refining your skills will however help you to enable risk.

## Empowering others to take risks means you also empower yourself

Trained disability support workers have described how they felt after they enabled people with cognitive disabilities to take a risk.

Their responses were very positive.

From trying something new that involved risk, disability support workers **learnt things about the person they supported**. These included:

- What the person liked or did not like
- The person's strengths
- What the person they can do with little support
- What made the person happy

Disability support workers also **learnt things about themselves**.

They said they were more engaged, felt a sense of achievement, empowerment, accomplishment and success. Some were already planning what they would do differently the next time with the person they support. For example, they wanted to work on giving attention to the 4 Essentials more evenly. When disability support workers enabled risk, their relationship with the person was strengthened.

They also said things like:

- *"The way I am looking at it now is to basically not put cotton wool around the clients. If they wish to do something that I feel is risky, it's not my choice. It's now my choice to support their risk."*



- “I realised we have to evaluate and see what they can do before we just assume they can’t do it.”

## ACTIVITY 5.1: Experiences from risk enablement

Watch the video and then do the following activities



Watch the video: **Module 5 Activity 5.1 Experiences of disability support workers** on the website. This video provides quotes from disability support workers who share their experiences after putting risk enablement training into

1. What were the main experiences the disability support workers had after enabling risk?

Write your response in the box below:

2. How does reading these quotes make you feel about putting risk enablement into practice for someone you support?

*Write your response in the box below:*

## How do I know if I'm doing it right?

Remember, every situation is going to be different for each person and there is no 'one size fits all' approach to risk enablement and no one right way to enable risk.

The best way forward is to follow the process of risk enablement that you have learnt in Module 4, and **take the risk**. Working together is a key part of the risk enablement process so you can always ask for help if unsure.

Not everything can be planned in advance and even the things that you have planned sometimes do not go the way you would have liked them to go.

Risk enablement is a reflective process. It is going to take time and practice. You can always change it the next time to make it work better and minimise harm further.

Eventually, enabling risk will become a part of your everyday routine for the people you support.

## ACTIVITY 5.2: Application

Now that you have learnt how to enable risk, it is now time to think about how you will apply what you have learned.

Think about a person you support. How will you enable them to take a risk? You will need to think about how you will apply the 4 Essentials, and the aspects of Working Together, Planning, Taking Account of Context to their scenario. Finally, demonstrate your Accountability by describing the process you took.

Follow the questions below to help you through the risk enablement process for the person you support.

1. Briefly write the person's scenario below. What is the activity that they want to do that involves risk?

*Write your response in the box below:*

2. What is the risk in your person's situation?

*Write your response in the box below:*

Work through the questions below to describe how you will apply the **4 Essentials**.

1. Describe how you will **Put Positives First** to enable the person you support to take part in their risky activity.

*Write your response in the box below:*

2. Describe how you will **Be Proactive** to enable the risk for the person you support.

*Write your response in the box below:*

3. Describe how you will **Stay True to Preferences** to enable the risk for the person you support.

*Write your response in the box below:*

4. Describe how you will **Minimise Harm** to enable the risk for the person you support.

*Write your response in the box below:*

Work through the questions below to describe how you will apply the aspects that you must consider as part of the risk enablement process.

1. Describe whether you **worked with others** to enable the risk for the person you support. List the people you worked with.

*Write your response in the box below:*

2. Did you consider the **context** to enable the risk for the person you support? Explain.

*Write your response in the box below:*

3. Did you engage in **planning** to enable the risk for the person you support? Explain.

*Write your response in the box below:*

4. In order to be **accountable**, you need to be able to describe what you did. Briefly summarise what you did above to enable risk for the person you support.

*Write your response in the box below:*

## Where do I stand: Do I have the support of my organisation?

Enabling risk makes the support you provide better. It is better for the person you support, for yourself and your organisation. The people you support will be more engaged. They will learn to do things for themselves and will become less vulnerable and exercise more control and choice over their own life.

There will be times when things do not go to plan and a person may experience some negative consequences. This can happen to anyone.

Some organisations will support their employees to take risks. They also will support their employees when something goes wrong on the condition that they can fully explain how they got to the outcome they did.

### *What was the process you followed?*

There are differences between organisations. It is important that you make sure you know the process your organisation will need you to follow when you are faced with unwanted outcomes from engaging in enabling risk.

One disability support worker discovered the following:

***“Our organisation’s pretty open to making sure that the people we support have a good life, and they’re open to taking risks, just as long as you provide them with the information about the risks, yeah.”***



## ACTIVITY 5.3: Organisational Process and Support

1. Talk to your manager or supervisor about how to locate your organisation's policy and/or procedure that relates to risk enablement. **Note:** *it is possible that it might be called something like: Client Safety Policy or Duty of Care Policy, for example.*

*Write your response in the box below:*

2. If someone you support is harmed while being supported to undertake a risky activity, describe how your organisation will support you through this process. *Note: this might be a good topic to discuss openly at a staff meeting.*

*Write your response in the box below:*



*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#). Suggested responses to the activities are provided in the [Resources](#) section.*

## Closing comments

By now you will have learnt that the whole process of risk enablement requires you to think about the 4 Essentials all at once while also working with others, planning and taking account of context. Following the risk enablement process not only means that you enable risk for the people you support, it also provides you with a means to describe the process you took to enable positive risk taking. You will therefore be accountable.

With ongoing reflection and through applying what you have learnt from this online training resource to your working life, you will be able to weigh the 4 Essentials more readily and work closely with each person you support to achieve their choice.

## Summary: Module 5

Being someone who enables risk takes time and practice.

Risk enablement is not something you only learn about but a process that you should apply every day in your work.

In this module you learnt that:

- **Refining your skills** will assist you to put the risk enablement process into practice
- **Taking the risk** and learning as you go is a good way forward to becoming someone who enables risk
- You need to be aware of the process your **organisation** requires you to follow when reporting harm from risk enablement.

# GLOSSARY

<b>Choice</b>	Expression of a preference from a range of options. Choice enables people to have control over their own life.
<b>Context</b>	The conditions that can affect an outcome. For example, these can include things like: cost, catering, weather, scheduling, social, physical (e.g., crowds at an event). When thinking about the process of risk enablement, context is important to consider as these factors need to be included in your planning.
<b>Core Values</b>	Values and beliefs that guide the way people think, act and talk. In disability policy and disability support work, the core values are that people with cognitive disability are valued and equal members of our society.
<b>Disengaged</b>	When people are not doing anything, are bored, or isolated they are disengaged. When people with cognitive disability are disengaged, it is not through their own choice, but because the assistance they need to participate in activities is unavailable. When a person is disengaged they may pace around, or engage in various types of self-stimulatory or challenging behaviours.
<b>Empower(ment)</b>	To give power to others to support them in the things they want to do. In disability support work, it relates to supporting someone to take more control over their own lives, such as supporting them to engage in activities involving risk.
<b>Enable(d)(ment)</b>	To make something possible. In disability support work, it relates to supporting a person with cognitive disability in a way that permits them to undertake something, like an activity of their choosing.
<b>Engaged(ment)</b>	Participating in some form of meaningful activity or in social interaction. This can range from household tasks, hobbies, leisure pursuits, exercise, social activities or social relationships. Engagement is the means to social and physical wellbeing and enriches anyone's life. Supporting people to be engaged is a key principle of working with people with cognitive disability who often need support to initiate or participate in activities.
<b>Inclusion</b>	Ensuring everyone has the same opportunities to participate in community life and to take their place in society as respected citizens. Key aspects of inclusion are: social relationships, participation in education, employment, family, and having a say about the decisions that affect your life and the community you live in.
<b>Independence</b>	Doing things for yourself, making your own decisions about how you live. Most people are not fully independent and rely on others for advice, or assistance. We call this interdependence. People with cognitive disability need more help than other people to do things they want to do. It is important not to give too much help or support as this makes people too dependent on others and can take away their choice and control.

<b>Meaningful life</b>	To live a life with purpose, that is satisfying and fulfilling. The person is engaged, they feel a sense of belonging and they are valued.
<b>Paternalism</b>	In disability support work, this refers to the restrictions that staff and/or families have on decision-making opportunities for the person being supported. These restrictions that are imposed on the person may not actually be what the person wants, but they are thought to be what is best for them. Paternalism can get in the way of enabling risk.
<b>Person Centred(ness)</b>	<p>‘Supporting individuals to live as independently as possible, have choice and control over the services they use and access to both wider public and community services and employment and education. Rather than fitting people to services, services should fit the person’ (SCIE, 2010, p 5). It has three core elements:</p> <ul style="list-style-type: none"> <li>• <b>Individualisation</b> - finely tailored to the needs and wishes of the individual;</li> <li>• <b>Responsiveness</b> - adapt to the changing needs and continually shape support to the needs of the individual’;</li> <li>• <b>Control</b> - individuals exercise control over the type of services and support they receive (Mansell, 2005).</li> </ul>
<b>Practice Leader</b>	A person who is either a direct line manager or in a specialist position and is a skilled practitioner whose role is to support and guide the practice of support workers. Being a practice leader involves: supervising staff, leading team meetings, coaching support workers, modelling good practice, and planning shifts for support workers so they know where and with whom they will be working. A practice leader aims to ensure that everything that happens in a disability support service is focussed on supporting people with disability to have the best possible quality of life.
<b>Proactive</b>	In disability support work, this means to create an opportunity for someone you support, to help to make something happen that is of their choosing. It is about knowing what a person wants and then making it happen.
<b>Preference(s)</b>	A person's choice(s). So they have control over their own life.
<b>Risk averse</b>	Avoiding or being hesitant to take risks.

<p><b>The 4 Essentials of Risk Enablement</b></p>	<p>These are the essential items that need to be considered when assisting a person with cognitive disability to take risks.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Putting Positives First</li> <li>• Staying True to Preferences</li> <li>• Being Proactive</li> <li>• Minimising Harm.</li> </ul> <p>The 4 Essentials are in no particular order and need to be considered all at once when enabling a person with cognitive disability to take risks. Although not part of the 4 Essentials themselves, being <u>person centred</u> is required before the 4 Essentials can be further defined and explored to enable positive risk-taking to happen.</p>
<p><b>The Risk Enablement Process</b></p>	<p>This refers to the entire process to use when enabling someone with cognitive disability to take risks.</p> <p>The process starts with the person, then attention is given to The 4 Essentials of Risk Enablement all at once. The attention given to each might vary, depending upon the type of risk. This all happens while ensuring the following things are included in the process: working together, taking account of context, planning, accountability.</p>

This glossary has been adapted from the resource: Greystanes Disability Services, La Trobe University. (2015). Every moment has potential – An introduction to person centred active support. Retrieved from: <http://www.activesupportresource.net.au/>

## ANSWER SECTION: Suggested Answers to Activities in this Online Resource

**Please note:** This section does not include answers to reflective activities as these require you to think about your own experiences as a disability support worker and write about those. You can discuss these responses in staff meetings or with a team leader or practice manager at your place of work.

# ACTIVITY 1: Reflecting on my risk-taking behaviour

This activity asks you to reflect upon risks you have taken or were prevented from taking in your own life. As part of this process, you will consider the positive and negative outcomes associated with the risk and the categories to which they belong.

This activity has 3 separate questions. Please read the instruction carefully, then complete each of the tables below.

1. Think of a time when **you CHOSE** to undertake a risky activity. Write the activity at the top of the table, then complete the sections. A completed example has been provided for you.

## COMPLETED EXAMPLE

<b>Write a risky activity you did:</b> Travelled alone overseas for 6 weeks			
<b>List some positive outcomes that came from having done this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Met new people		✓	
Learned a different language		✓	
Became fit from all the walking I had to do	✓		
Felt a sense of achievement		✓	
<b>List some negative outcomes that came from doing this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
I was homesick for the first few weeks		✓	
Spent more money than I had planned			✓
<b>Explain whether you will undertake this 'risky' activity again.</b> Yes, because I learnt a lot about myself and how to travel alone.			
<b>Are there any changes you would make or anything you would do differently the next time?</b> Make sure more than one person at home had a copy of my itinerary.			



2. Think of a time when **you CHOSE to NOT** participate in a risky activity. Write the activity at the top of the table, then complete the sections. A completed example has been provided for you.

### COMPLETED EXAMPLE

<b>Write a risky activity you chose NOT to participate in:</b> I declined an employment opportunity that was interstate			
<b>List some positive outcomes that came from not participating in this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Was easier to keep in contact with my friends		✓	
Did not have to move a new location		✓	✓
Did not have to leave my family		✓	
I enjoyed my current job		✓	
<b>List some negative outcomes that came from not participating in this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not develop new skills		✓	
Did not meet new people		✓	
Did not experience living in another location		✓	
<b>Thinking about it now, would you have changed your choice? Explain.</b> The timing was the issue. If the offer had been made a few years earlier, I would have taken it. But I was now in a job I liked. So, yes, I would have made the same <u>choice</u> . I had spent some time researching the job description I was being offered, and it didn't appeal to me at that point in time.			

3. Think of a time when you **were PREVENTED from** undertaking a 'risky' activity. For example, it could have been a friend, family member, partner or employer who discouraged you or prevented you doing something you wanted to do. A completed example has been provided for you.

Write the activity at the top of the table, then complete the sections.

### COMPLETED EXAMPLE

<b>Write a risky activity you were <u>PREVENTED</u> from participating in:</b> My partner prevented me from learning how to ride a motorcycle. She was concerned I would get hurt.			
<b>List some positive outcomes that came from being prevented from doing this activity</b>	<b>Tick the box that best fits the category your positive outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not get injured	<input checked="" type="checkbox"/>		
Did not pay for driving lessons			<input checked="" type="checkbox"/>
<b>List some negative outcomes that came from being prevented from doing this activity</b>	<b>Tick the box that best fits the category your negative outcome relates to</b>		
	Physical Health & Safety	Psychosocial Well-Being	Financial
Did not learn how to ride a motorcycle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
I felt disappointed and frustrated that I wasn't supported		<input checked="" type="checkbox"/>	
I was dependent upon public transport		<input checked="" type="checkbox"/>	
<b>Now that you have had this experience, would you prevent another person from engaging in a risky activity? Explain</b> No, I wouldn't prevent another person from doing what they wanted – I understood that they cared, but I found it frustrating to deal with. As a matter of interest, years later, when my partner and I were no longer in a relationship together, I then learnt how to ride a motorcycle.			

## ACTIVITY 2.1: Thinking about Risk Enablement

1. Complete the table provided below by re-writing the missing statements. A completed example is provided for you at the top.

<b>The language of risk <u>enablement</u></b>	
<b>Risk minimisation statement</b>	<b>Risk <u>enablement</u> statement</b>
<i>"Tie up your shoelaces properly, Stuart. You'll trip and hurt yourself."</i>	<i>"Stuart, let me know if I can help you tie up your shoelaces."</i>
<i>"I'll put the cake in the oven, Shelley. It's too dangerous for you."</i>	<i>"Shelley, would you like some help with putting the cake in the oven?"</i>
<i>"Simon wants to ride a horse? No. That's far too risky. He's not allowed to ride horses."</i>	<i>"Simon, I hear you'd like to ride a horse. Let's take a look at how to make that work for you."</i>
<i>"Katie can't play the piano. Besides, we don't have one in the house."</i>	<i>"Learning how to play the piano sounds like a great idea, Katie. Let's see what we can do to make it happen."</i>
<i>"What? Mario wants to run a marathon? Well, that's just not realistic, is it?"</i>	<i>"Mario, let's look at how we can support you to run a marathon. It might take some time and planning, and we will explore that together."</i>
<i>"Claire, it's raining outside. You stay here, and I'll go get a coffee for us."</i>	<i>"Claire, would you like to walk with me to the corner shop so we can get a coffee?"</i>
<i>"I'll manage the money, David. It's best if I do this for you."</i>	<i>"David, let me know if I can help you with managing the money."</i>
<i>'You can't go outside today. It's too hot and you'll get sunburnt.'</i>	<i>"It's hot outside. You might like to put on sunscreen and wear a hat so that you don't get sunburnt."</i>
<i>"No, there's no time to bake a cake today, Greg. I'm too busy."</i>	<i>"Greg, there is another staff member on in an hour. Is it alright if we wait until they arrive so that I can help you then with baking a cake?"</i>
<i>"Craig, stand back please. I'll cut the vegetables. This knife is sharp and I don't want you cutting yourself."</i>	<i>"Craig, would you like to cut up the vegetables for dinner? Let me know if you need help."</i>

## ACTIVITY 2.2: Maggie's Cup of Tea

Read about Maggie's scenario below, then answer the questions.



### Maggie's Cup of Tea

Maggie enjoys having cups of tea throughout the day. She has limited strength in her arms to lift a heavy kettle. Her disability support worker, Carol, was scalded with boiling water when she was a child and so she is concerned about Maggie burning herself.

The kettle is kept in a locked staff office at all times. When Maggie wants a cup of tea, she has to wait for staff to make it for her. Sometimes, staff are busy supporting other residents and so Maggie can be left waiting for some time. Other times, staff forget to bring Maggie her cup of tea.

1. What is considered to be the "risk" for Maggie.

The risk is that Maggie will burn herself with boiling water from the kettle. She has limited strength in her arms, so she is more likely to have difficulty lifting the kettle. Perhaps the risk is also psychosocial, especially if she is 'forgotten' by the support worker from time to time. She could feel uncared for or excluded.

2. List all the things that are 'getting in the way' of enabling Maggie to make a cup of tea.

- **Staff preferences:** Maggie's disability support worker, Carol, was scalded as a child, so she is adopting a 'parenting' role with Maggie.
- **Core values:** Carol values protection, so is making decisions that suit her values, rather than working in a way that suits Maggie.
- **Time:** The staff appear to be busy, so there is not enough time to help Maggie make a cup of tea.
- **Lack of training:** it is possible that Carol has not completed risk enablement training, so doing this might better inform her about how to enable Maggie's preferences.

3. What has happened to the balance of protection and choice in Maggie's situation?

Write your response in the box below:

There is imbalance. There is more weight given to protection and this has reduced Maggie's choice – which is to have a cup of tea.

4. Write all the ways that you think Maggie's risk can be minimised, so as to enable her to make her cup of tea. An example has been provided for you

Write your response in the box below:

- An instant boil kettle can be purchased. This type of kettle has a button on it which, when pressed, will pour a fixed amount of hot water for one cup. This way, Maggie does not have to lift a full kettle with boiling water. ([click here for an example of an instant boil kettle](#))
- Carol can pour the boiling water into a **smaller jug** so that Maggie can better lift it.
- Can put the kettle in a "**Kettle Tipper**" – a metal aid that the kettle is placed in that means it can be easily handled and is supported.
- Carol can use the **hand-over-hand** approach with Maggie, so that she is better supported to hold the kettle.
- **Staff shift planning** might need to be reviewed, so that Maggie is given appropriate support to make her cup of tea.
- It might also be worthwhile talking with Maggie about her day. Often a cup of tea is considered to be 'time for a pause.' Therefore, perhaps a discussion about whether there are **other activities** Maggie would like to do could help.

5. Thinking about the work that you do, and the experiences that you have had, can you remember a scenario when a person with cognitive disability was so protected from possible harm that they had little choice? Describe what happened. What did you think about this?

Write your response in the box below:

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*

## ACTIVITY 3.1: Josh's Big Trip

Watch the video "Josh's Big Trip" and then answer the questions.



Watch the video: **Module 3 Activity 3.1 Josh's Big Trip** on the website. It will get you thinking about what it means to be person centred and how it is important to enabling risk.

1. Josh is excited about going on a trip to Newcastle, but just as the group is about to leave, he changes his mind about going. Why does Josh react in this way?

*Write your response in the box below:*

Josh would like to go on a trip, but reacts by saying, "Sorry guys, I'm not going" when he realises that he will be travelling by car. Josh wants to travel by train, but he does not say this, until he is asked more closely.

2. Leon, Josh's Disability Support worker, phones Pete to seek advice. Instead of making a phone call, what could Leon have done to further understand Josh's choice?

*Write your response in the box below:*

Instead of making a phone call, Leon could have asked Josh directly about what he wanted to do. Josh has been 'trying to say' that he wants to travel by train. Josh was asked "what's changed" but perhaps asking in another way might have helped. Perhaps, "Josh, we are here to support you to take your trip, how can we do that?"

Also, Pete mentions that Josh has posters in his bedroom of trains. Being person centred means knowing what the person likes and wants to do.

3. Thinking about the work you do, what are some of the ways in which you practice being person centred when supporting a person with cognitive disability. Examples have been provided for you.

*Write your response in the box below:*

- I listen carefully to what the people I support want.
- The posters the person I support puts up in their room tell me what they are interested in.
- I **spend quality time** with the person I support to know them better
- I **ask** the person what they like and don't like
- I do different activities with the person so that I **learn** what their skills are.

## ACTIVITY 3.2: Tom's Business Idea



Watch the video: **Module 3 Activity 3.2 Tom's Business Idea** on the website to see an example of how to put positives first when enabling risk.

1. What is Tom's "exciting news"?

*Write your response in the box below:*

Tom's friend, Shane, is opening up a new restaurant and has asked for Tom to be the main investor in the business.

2. What could be the 'risk' in Tom's situation?

*Write your response in the box below:*

The risk in this situation relates to an effect, either positive or negative, on Tom's finances. If the restaurant is not successful, there is a possibility that he will lose money. However, he could also experience financial success if the restaurant does well. Tom has read through the financial plan, which he says is very detailed, so has done some research into the risk.

3. Describe how Tom's dad demonstrates Putting Positives First when talking with Tom.

*Write your response in the box below:*

Tom's dad does not attempt to eliminate the risk. He instead is positive in his reply, explaining that he is pleased to see Tom is thinking about his future. His dad also suggests to Tom that he could make an appointment to see a financial planner and he offers to go to the appointment with Tom. His dad reminds Tom that both he and his mother are there to help.



## ACTIVITY 3.3: Gloria goes Rock Climbing

Read about Gloria's scenario and then answer the questions.

### Gloria is going rock climbing

Gloria is a 25 year-old woman with intellectual disability who likes trying out new sporting activities, keeping fit and meeting other people. She has low support needs. Gloria saw a documentary on television recently where people with intellectual disabilities were learning how to rock climb and she has been talking about it ever since. She is keen to get the activity booked as soon as possible.

1. Identify all of the things that you would consider to be **positive** risks if Gloria were to go rock climbing.

Write your response in the box below:

Gloria could:

- Feel **happier** having tried something new
- **Learn** how to rock climb
- **Meet** new people
- Feel **empowered, supported, motivated and excited**
- Get some **exercise**
- Be able to **talk** about her **experience** with others
- Be able to **decide** if this is an activity she would like to continue with

2. Identify all of the things that you would consider to be **negative** risks if Gloria were to go rock climbing.

Write your response in the box below:

Gloria could:

- Experience some sort of **physical injury**, like a sprained muscle or a graze
- Find that **she doesn't like rock climbing** after having tried it (but that could also be a positive outcome, because her interests will be clearer)

3. If you were Gloria's disability support worker, how would you respond if you were being **reactive**?

Write your response in the box below:

If I was being **reactive**, I would respond by saying something like:

*'Rock climbing? No, that is not an option for you, Gloria. It's dangerous and you might get hurt.'*

4. If you were Gloria's disability support worker, how would you respond if you were being **proactive**?

Write your response in the box below:

If I was being **proactive**, I would respond by saying something like:

*'Rock climbing? Mmm, that sounds interesting, doesn't it? OK, let's make some enquiries, Gloria, and we will see how we can make that work for you. I think the local sports centre has just finished building its new outdoor rock climbing wall. Let's see when it is available for us to go and have a look at. We can speak with the instructors about you booking a session and go from there. We will make enquiries about actual rock climbing in the outdoors too if you'd like.'*

5. Thinking about the work you do, can you remember a time when you or someone you work with was reactive rather than **proactive** while supporting a person with intellectual disability to undertake an activity? Explain the scenario. What are your thoughts about this?

Write your response in the box below:

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*

## ACTIVITY 3.4: Josh wants a Phone

Watch the video “Josh wants a phone” and then answer the questions.



Watch the video: **Module 3 Activity 3.4 Josh wants a Phone** on the website. It shows an example of how to stay true to preferences.

1. Why does Josh want a phone?

Write your response in the box below:

Josh would like an iPhone because there is a football game that he would like. He has seen Patrick’s iPhone with this game and he wants one like that.

2. What are considered to be the **positive** risks for Josh in this scenario?

Write your response in the box below:

Positive Risks include:

- Josh can have his own phone
- He can choose to play the football game when he wants to
- He may be able to discuss the game with Patrick and compare scores, so he might feel more included
- In the video, Josh appears happy and excited to be getting his phone

3. What are considered to be the **negative** risks for Josh in this scenario?

Write your response in the box below:

Negative risks include:

- Financial considerations in relation to buying an iPhone and then the ongoing costs of having a phone

4. Describe how Josh's disability support worker goes **about Staying True to Josh's Preference** while reshaping his choice.

*Write your response in the box below:*

Josh's support worker asks what it is that he likes about Patrick's phone. So they explore the reason for Josh wanting a phone.

Josh's support worker initially is concerned about whether Josh will be able to afford it, given that he is using money to paint his room. However, his support worker then further considers the cost of the phone and suggests an alternative to an iPhone that will allow Josh to still play the football game.

In the end, with some searching, they work out that the football game is also available on a cheaper Android phone and they go for this option.

Josh's support worker stays true to Josh's preference by being person centred, and suggesting another way to still enable Josh to have what he wants – to play a football game on a phone.

## ACTIVITY 3.5: Dan's Trek



*Watch the video: **Module 3 Activity 3.5 Dan's Trek** on the website to see an example of how to Stay True to Preferences.*

1. What is Dan's preference?

*Write your response in the box below:*

Dan is keen to go on a wilderness trek that his friend, Phil, just returned from.

2. What could be the 'risk' in Dan's situation?

*Write your response in the box below:*

Dan's support worker, Owen, explains that he is worried about the risk to Dan's physical health and safety. He is concerned that Dan might not be fit enough for the trek, he is worried about Dan's ability to balance and that he could experience fatigue.

3. Owen, one of the disability support workers suggests an alternative activity for Dan. What is the alternative activity and how does Dan respond?

*Write your response in the box below:*

**Alternative Activity Suggested:** Owen suggests that they could go to the beach instead.

**Dan's Response:** Dan says he has been going to the beach his whole life and that he wants to try something new for a change.

4. Tony is the disability support worker who arrives to take over the afternoon shift. What does he suggest as a way forward so that they stay true to Dan's preferences?

*Write your response in the box below:*

Tony thinks about other ways to make the trek happen. He agrees that they need to think about Dan's health, but discusses that they could start with a short trek that is close to home and then try something that would take a few days. He asks Dan and Owen how the plan sounds. Dan is happy with this possibility. Owen then suggests that Phil could also join them. Dan thinks this is a great idea. They have worked together to plan a way to make the trek happen, and they have stayed true to Dan's preference.

## ACTIVITY 3.6: Tanya's Date



Watch the video: **Module 3 Activity 3.6 Tanya's Date** on the website to see an example of Minimising Harm.

1. Tanya has been asked out on a date by someone she met at the gym and she is excited about going. What does her mum think is the 'risk' to Tanya in her situation?

Write your response in the box below:

Tanya's mum does not think it is a good idea that she go on a date. Tanya's mum wants her to be 'safe' and has realised that Tanya does not know much about the person asking her out. There is a potential risk to Tanya's psychosocial well-being in this scenario – both if she dated and it did not go well, but also if she were to be prevented from dating in the first place by her mother. She may also have an underlying sense that Tanya does not have the skills to manage a close or intimate relationship.

2. What does Tanya want?

Write your response in the box below:

Tanya wants to find someone who she can have some fun with and who sees her for her and who cares about her.

3. What things does Tanya's disability support worker ask her to think about as a way to minimise harm?

Write your response in the box below:

Tanya's disability support worker asks Tanya to think about getting to know the person who wants to date her by having phone conversations with him first before setting up a date. Tanya is encouraged to think about taking it slow. Then, if he sounds like someone Tanya would like to meet, her support worker agrees that she will take her to meet him and they can have their date then. Both Tanya and her mother agree with these suggestions. Tanya is worried about him changing his mind, but she is reassured that both her support worker and her mother will be there for her whatever happens.

## Extra Activity 3.2: David's Skateboard

Read about David's scenario and then answer the questions.

### David's Skateboard

David has always enjoyed riding his skateboard. He experiences great enjoyment from being able to get out and explore his neighbourhood. Skateboarding makes David feel alive, it enables him to have some independence and keeps him exercising.

Recently, David rode over an uneven path, lost balance and fell. This caused a deep graze to his elbow. The wound has taken a couple of weeks to heal fully, but David is otherwise well.

David's disability support worker has instructed that he is to no longer ride his skateboard down the street, only in the backyard.

1. Let's think about "Putting Positives First" for David. Explain all of the positive aspects that you can think of that he would experience from riding his skateboard when and where he wanted. An example has been provided for you.

*Write your response in the box below:*

- David feels **independent** when riding his skateboard.
- Skateboarding is a way of David **exercising**
- David could **meet new people** when out on his skateboard
- David gets the **opportunity to explore** his neighbourhood
- David experiences **joy** from riding his skateboard.

2. David's skateboarding has now been restricted to the backyard. Explain all of the things that you can think of that he would experience from having this change imposed on him. An example has been provided for you.

*Write your response in the box below:*

- David will **lose confidence** in his ability to ride his skateboard.
- There will be **fewer opportunities** for David to meet other people when he is out in the neighbourhood riding his skateboard.
- David could have reduced **motivation** in riding his skateboard if he can't do it where he wants to.
- Overall, this could negatively affect his **psychosocial well-being**.

3. In what other ways might David's disability support worker have responded to this situation? An example has been provided for you.

Write your response in the box below:

- Keep David's skateboarding routine the same.
- Asked David how he was, and whether his skateboard needed **repair**.
- Speak with David about what happened and **how he feels** about riding his skateboard now. Discuss with David whether he would **do anything different** the next time he went out.
- Discuss whether he would like to **wear elbow pads**, but it is David's choice not to.

4. Thinking about the work you do, can you remember a time when you or someone you work with did not consider "Putting Positives First" while supporting a person with cognitive disability? Explain the scenario. What are your thoughts about this?

Write your response in the box below:

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*



## Extra Activity 3.5: Amanda wants to walk her dog

Read about Amanda's scenario, then answer the questions.

### Amanda wants to walk her dog

Amanda has a dog called Bob. About three times per week, Amanda takes Bob for his usual walk along the nearby foreshore. The walk usually takes about 30 minutes.

Today, Amanda's disability support worker, Sarah, feels that it is too windy outside to walk Bob. She does not want to be out in the cold air and is concerned Bob will be hard to hold on the leash in such weather conditions. Sarah suggests that they compromise and go for a drive in her car with Bob. Amanda agrees to proceed in this way.

Sarah knows that Amanda likes milkshakes. During their drive, Sarah drives through the drive-through window at the local fast food restaurant to buy a milkshake for each of them. Sarah then parks the car in a parking bay along the foreshore, so that they can look out onto the beach while finishing their drinks. Sarah looks over at Amanda and is pleased that she appears happy. Bob is asleep.

1. What did Sarah see as the risk in this situation?

*Write your response in the box below:*

Sarah felt that it was risky being out in the cold air. She was also concerned that it would be difficult to keep the dog on the leash in windy weather.

2. Do you think Sarah's suggestion to go for a drive was in fact a 'compromise'? Explain your thoughts.

*Write your response in the box below:*

This was not a compromise as it did not really consider what Amanda wanted to do, which was walk her dog. Amanda agreed with Sarah's suggestion, but there was no compromise that was made as they did not talk it out together to come to an agreement that would be suitable for Amanda. The approach taken seemed to suit Sarah instead.

3. Explain whether you believe that Sarah remained true to Amanda's preference.

*Write your response in the box below:*

No. Amanda's preference was to walk her dog. This did not happen, but they all took a ride in Sarah's car instead.

4. In what ways could Sarah have supported Amanda to take Bob for a walk?

*Write your response in the box below:*

- They could still have walked Bob, but they might have agreed to have taken a less than 30-minute walk if the weather became a problem.
- As it was cold, they could have worn appropriate clothing – like a jacket, gloves, hat, scarf – to stay warm.
- They could have taken turns in holding Bob on the leash if he was more difficult to hold in the windy weather.

5. Sarah was pleased that she could see that Amanda was happy. Describe whether you think Amanda being 'happy' was a good outcome in this situation.

*Write your response in the box below:*

Happiness is a good emotion, but it probably is not the best outcome in this situation as Sarah did not follow through with what Amanda wanted.

6. Thinking about your own work as a disability support worker, can you remember a time when you or someone you work with did not stay true to your client's preferences? Explain the scenario and your thoughts about the situation.

*Write your response in the box below:*

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*

## Extra Activity 3.6: Susan's Smoothie

Read about Susan's scenario, then answer the questions.



### Susan's Strawberry Smoothie – Part One

Susan likes to drink strawberry smoothies. Her disability support worker, Karen, is making one for her. Susan's grip is weak, and Karen does not want Susan to cut herself while chopping up strawberries.

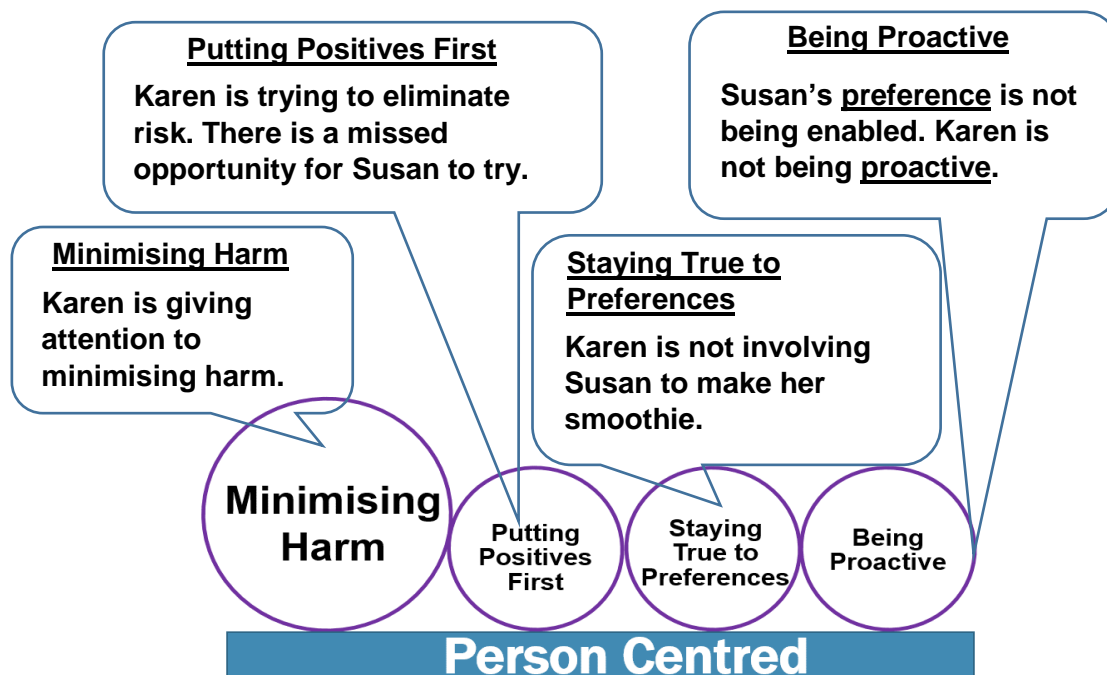
Susan would like to be involved, but instead watches while her smoothie is being prepared. She is not participating.

1. What is considered to be the "risk" in Susan's scenario?

Write your response in the box below:

The risk is considered to be Susan cutting herself with the knife while cutting up strawberries for her smoothie.

2. Complete the remaining blanks in the figure below to describe what is happening in Susan's scenario with each Essential.



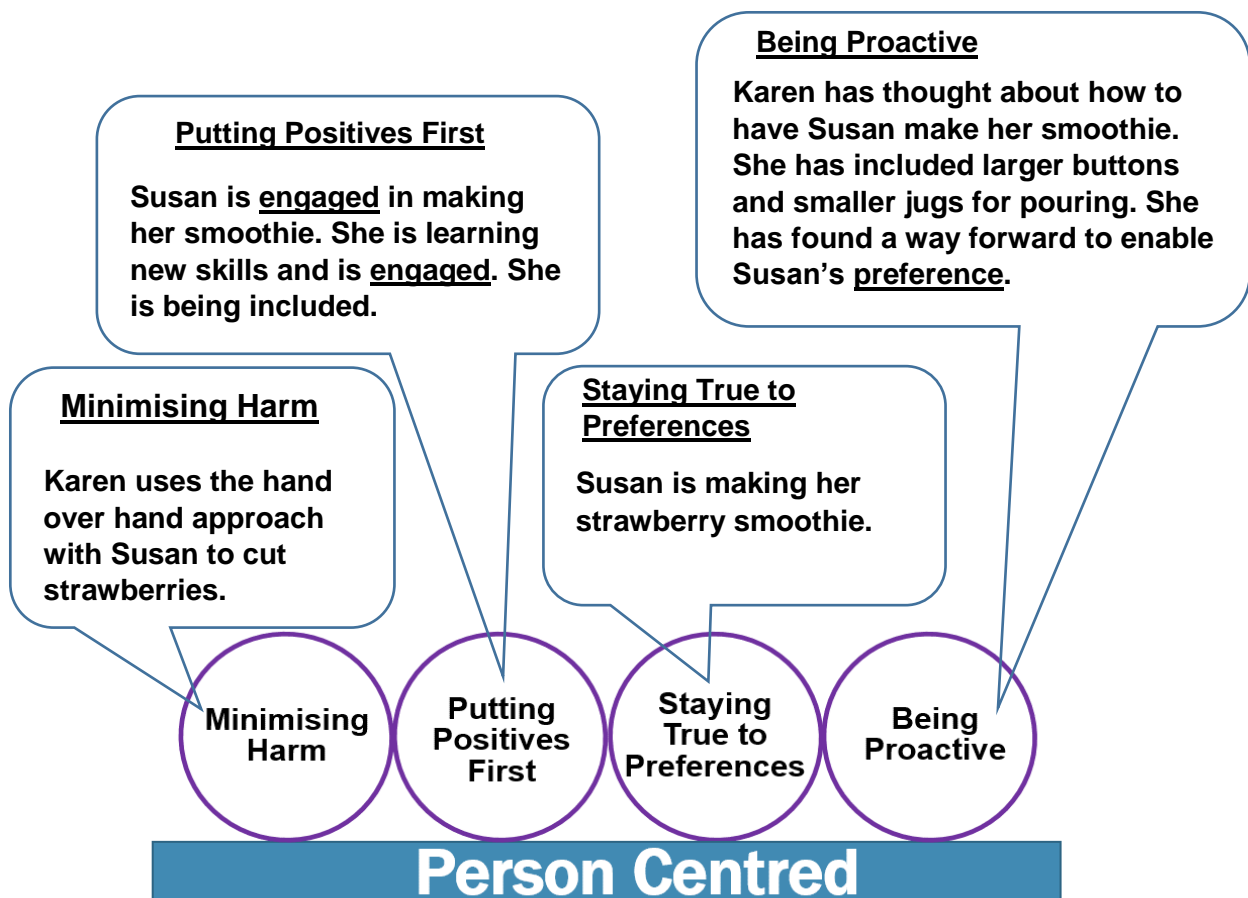
## Susan's Strawberry Smoothie – Part Two (with video)

Karen has now completed her Risk Enablement training and has learnt about the 4 Essentials. Watch the video to see how Susan is now involved in making her strawberry smoothie



Watch the video: **Module 3 Extra Activity 3.6 Susan's Smoothie** on the website to see how harm is minimised.

- Complete the remaining blanks in the figure below to describe what is now happening in Susan's revised scenario with each Essential.



- Thinking about your own work as a disability support worker, can you remember a time when you or someone you work with put too much importance on minimising harm? Explain the scenario, the outcomes and your thoughts about the situation.

Write your response in the box below:

*This is a reflective task, and so a suggested response is not provided. It is your own personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here.*

## ACTIVITY 4.1: Cody is Moving out of Home

1. What are considered to be the “risks” in Cody’s scenario?

*Write your response in the box below:*

The risks for Cody include:

- **Financial** – that he might have difficulty paying the bills.
- **Physical Health & Safety** – that he might not take care of himself, and cook proper meals. The house might not be kept clean.
- **Psychosocial well-being** – that he might be taken advantage of by his friends and/or other people.

2. List the people who “**Worked Together**” in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- The person – Cody
- Cody’s Dad
- Cody’s family
- Parents of Cody’s friends
- Cody’s Friends
- Support worker

3. Describe what needed to be considered as part of the “**Context**” in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- **Financial** – Costs associated with renting, and other living expenses
- **Access** – location of new home and whether it is close to public transport, shops, restaurants
- **Social Inclusion** – how Cody and all of his friends get along when living together
- **Accommodation** – whether the house is of an appropriate size for all living there, and its cleanliness.

4. Describe the type of “**Planning**” that was undertaken in Cody’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- Discussions around re-shaping Cody’s preference
- Engaging a support worker
- Discussions with support worker about grocery purchases, household chores, and how they will manage arguments between them if these happen.
- Discussions with friends and family about trialling other accommodation options – like living at each other’s houses on weekends, trialling an Air BnB
- Downloading an App for Air BnB bookings
- Communicating with each other using Facebook

## ACTIVITY 4.2: Angela's Birthday Cake

1. What are considered to be the "risks" in Angela's scenario?

*Write your response in the box below:*

The risks for Angela include:

- **Physical Health & Safety** – there is concern that Angela could experience an unwanted effect to her blood glucose control if she were to eat cake and other treats at her birthday party.
- **Psychosocial Well-being** – if denied a cake, Angela could lose motivation, her well-being would be affected, and she would likely feel rather sad and frustrated that she could not have a cake on her birthday to share with family and friends.

2. List the people who "**Worked Together**" in Angela's scenario. Examples have been provided for you.

*Write your response in the box below:*

- The person – Angela
- Disability Support worker – Joan
- Dietitian
- General Practitioner
- Diabetes educator
- Practice Leader

3. Describe what needed to be considered as part of the "**Context**" in Angela's scenario. Examples have been provided for you.

*Write your response in the box below:*

- **Catering:** Foods Angela can eat, size of her cake
- **Health:** The type of blood glucose control Angela has normally
- **Schedule:** ensuring there is time for Angela to take a walk after her party. Ensure the time for added blood glucose readings.
- **Social:** confirming who will be at her party to ensure that she is supported and not isolated

4. Describe the type of “**Planning**” that was undertaken in Angela’s scenario. Examples have been provided for you.

*Write your response in the box below:*

- Meal planning during the week to include vegetables and salad
- Added blood glucose level readings
- The need for extra activities (i.e., walks) for Angela
- Discussions with her health care providers – diabetes educator, dietician, general practitioner, practice leader
- Planning the other types of food to be available at the party and ensuring that these were low carbohydrate – that these were diet foods
- Ordering a smaller chocolate cake



## ACTIVITY 4.3: Shane's New Start

**Read Shane's scenario below, then answer the questions.**

Shane has recently been in jail and is currently on parole. Shane's parole conditions state he is required to have stable accommodation. Shane wants to live in his home town with his brother, Macca, who is a fly-in, fly-out worker in another state.

Macca is away from home a lot with work but would also like Shane to live with him. In the past, Shane has felt lonely and isolated and ended up with a group of peers who led him into criminal activity.

Shane has a moderate intellectual disability and has had part-time jobs in the past. He particularly enjoyed working on cars and with mechanics.

A high priority for Shane is not going back to jail.

Macca is leaving in 12-months' time and will be taking up a new job in the local area. You are working with Shane as his disability support worker.

1. What are considered to be the "risks" in Shane's scenario?

*Write your response in the box below:*

The risks for Shane include:

- **Financial** – that he might not be able to pay his bills
- **Physical Health & Safety** – that he might not be able to take care of himself when Macca is away (e.g., eat well, have good hygiene, keep the house clean).
- **Psychosocial well-being** – that he might return to jail, that he will be isolated when his brother, Macca, is away working and that he could get caught up in the wrong crowd again. Shane could violate his parole conditions also if his accommodation is not stable.

2. How will you be person centred with Shane?

By **talking** with and **listening** to Shane so that I will have a sense of what he wants to do. I will also be careful to understand what his concerns are so that we can work together on those too.

3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Shane's preference? Describe what you would consider for each of the Essentials below.
- a. Putting Positives First

*Write your response in the box below:*

Shane wants to live with his brother, Macca. It is important for Shane to have this opportunity to connect with his family and to have new experiences. Stable accommodation is important so that he does not violate his parole conditions.

Putting positives first means that I do not eliminate risk. There are many positives to Shane wanting to live with his brother. These could include: connecting with this brother, an opportunity to be supported to build confidence now that he is no longer in jail, learn new skills, meet new people, opportunity for employment, and the opportunity for him to start again.

- b. Being Proactive

*Write your response in the box below:*

This essential encourages us to be positive. As his disability support worker, I will see how I can make living with Macca possible.

I will plan with Shane ways in which he can link in with social support groups, including the local sports centre, to manage times of isolation. We will meet the neighbours and see whether it possible that they can check in on Shane from time to time also.

We will discuss how he might find work in the area of car mechanics. He might enjoy this and it will give him some money to put towards his living expenses. We will consider whether there are any family members, other than Macca, that Shane can reach out to from time to time, and possibly stay with him when he would like the company. We will be sure Shane has a mobile phone with him in case he needs to make contact with people at any time.

We will explore what support Shane requires so that he is not likely to return to jail.

c. Staying True to Preferences

Write your response in the box below:

Shane's preferences are:

- i. To live with Macca
- ii. Not return to jail

I will work with Shane and Macca to determine when Macca is not going to be at home, so that Shane has more support at these times than others – from myself and other family members if possible. I will explore whether Shane would like assistance with house cleaning, grocery shopping and meal planning. We will explore local take away food options on those nights that he might like to order in, rather than make his own meals.

I will work closely with Shane and his parole officer so that I am clear about the conditions of his parole, so that we make sure that these are not violated. As Shane enjoys car mechanics, and has had part-time jobs in this area in the past, I will work with him to explore any opportunities for him to work at a local mechanic. We will need to explore methods of transport also to support Shane's independence.

Having a paid job will assist with his finances, and it might also broaden his networks and assist him with settling into life out of jail. It might reduce the risk of him getting caught up in the wrong crowd. We will need to check that this will not affect Shane's Centrelink payments. Macca would like Shane to contribute to some of the bills – like electricity and water costs.

If finding a job at a car mechanic becomes difficult, then I will explore other opportunities for part time work with Shane, so that we work together to re-shape his preferences.

I will need to be sure what it is that Shane wants and stay true to that.

## d. Minimising Harm

Write your response in the box below:

Through planning and working together, harm is being minimised for Shane in the areas of: finance, psychosocial well-being, physical health and safety.

Careful planning has taken place to explore Shane's opportunity to settle into life out of jail. This has included looking for part time work, and linking him in with social groups.

You have now thought about the 4 Essentials in relation to Shane's scenario. The questions below ask you to think about the process of risk enablement.

1. Can you find examples of how you have **worked together** to enable Shane's preference?

*Write your response in the box below:*

As his disability support worker, I have worked with the following people to enable Shane's preferences:

- The person – Shane
- Shane's brother, Macca
- Parole officer
- Other family members that Shane has
- Local car mechanic employer
- People at social support groups
- People at the gym
- The neighbours
- Staff at Centrelink

2. Explain whether you had **taken account of context** to enable Shane's preference.

*Write your response in the box below:*

I have considered:

- **Social isolation:** Ways to deal with isolation when Macca is away
- **Cost of living:** will explore opportunity for part-time employment, but also Centrelink allowances
- **Food options:** exploring local take away places, supporting Shane with grocery shopping, working out meal plans.
- **Transport:** have considered exploring this. This will be important also if Shane gets a job.
- **Accommodation:** considered house cleaning with Shane, considered Shane meeting his neighbours.

3. Can you find examples of the **planning** you did to enable Shane's preference?

*Write your response in the box below:*

Planning has included speaking with Shane about his preferences. We have planned ways that he will meet people and reduce social isolation – through possible work, social groups, joining the local sports centre – we have discussed the choices in his meal plans and how he will keep the house clean.

We have worked out when Macca is away and will look to offer more support during those times. We have considered his finances – looking at part time employment opportunities and Centrelink payments. Shane will need to contribute to some house bills.

Things will need to be reviewed over time to ensure that things are working well and Shane is living life the way he wants to.

4. Briefly describe **what you did** to enable Shane's preference. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First:** I started to explore ways in which Shane could live with his brother, Macca. Did not try to eliminate risk.
- **Being Proactive:** I worked with Shane to explore how he might manage social isolation during those times when Macca will be away working. We discussed many things like: part time work in car mechanics, joining local sports and social groups, meeting his neighbours, reaching out to other family members and ensuring he had a mobile phone.
- **Staying True to Preferences:** so that he could live with his brother, we discussed finances, how to pay for living expenses, organise meals and keep the house clean. I also considered working with Shane to think about part time jobs other than working with cars if that was not possible.
- **Minimising Harm:** Through all of this careful planning and working together with others, harm has been minimized. The risks were that Shane could get caught up in the wrong crowd, risk his parole violations and become isolated. All of these aspects have been considered. I will also be sure to review these to see how Shane progresses over time as he lives with his brother and settles into life out of jail.

## ACTIVITY 4.4: Chloe Catches the Train

**Read Chloe's scenario below, then answer the questions.**

Chloe catches the train to work each day and has been doing so for many years. Recently, however, a new ticketing system has been introduced where train commuters have to 'touch on' and 'touch off'. Chloe often forgets to do so and, as a result, has incurred large fines.

The support workers are now considering driving Chloe to work, or arranging a bus to come and pick her up.

Chloe is upset and frustrated as she enjoys catching the train but does not seem to understand she cannot afford to keep incurring fines.

Her support worker says, "Well, it's tough, I know, but she just has to realise she can't catch the train anymore. If she's going to choose not to touch on and off, then that's the consequence. No more train, it's just too risky."

1. What is considered to be the "risk" in Chloe's scenario?

*Write your response in the box below:*

The main risk for Chloe is financial – she is incurring a lot of fines from not using the ticketing system properly.

2. How will you be person centred with Chloe?

*Write your response in the box below:*

I would talk with Chloe about what her likes and dislikes are. I would like to understand what it is about catching the train that she enjoys, and how we could work together to make that continue.

3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Chloe's preference to catch the train? Describe what you would consider for each of the Essentials below.

a. Putting Positives First

*Write your response in the box below:*

Chloe enjoys catching the train, and it is important that she is supported to do this. Chloe would experience many positives from catching the train. These could include: meeting new people, feeling independent, being confident, learning, having different experiences, and getting some exercise.

b. Being Proactive

*Write your response in the box below:*

Rather than denying Chloe the opportunity to catch the train, I would be proactive and talk with Chloe about the current situation with the fines. I would want to know if she is aware of the new ticketing system and if not, would like to work with her to see how we can make that step clearer for her. Making the process simple for Chloe could be an important way forward.

I would ask Chloe if I can go with her when she next catches the train so that I can see how she uses the ticketing system – whether she doesn't touch on or off, or if it is the way she is holding the card that means the machine hasn't registered her touch on. Does she not load up her card with payment and is that the reason she is incurring fines in spite of her touching on or off? There could be many reasons to explore.

Getting to the cause of her fines is being proactive.

If she doesn't want me to go with her, I might 'shadow' her on the train instead. This will mean that I will observe her from a distance, but won't disrupt her usual process that she takes when catching the train.

If she catches the train with a friend, I will ask her friend to support her with the process if that approach is more comfortable for Chloe.

I would also contact MetroTrains who have issued the fines to see if there was a way to reverse these charges, and seek more information about why they have been issued. Is it a system error?

c. Staying True to Preferences

*Write your response in the box below:*

Chloe wants to catch the train. This is her preference. In order to stay true to her preference, we will need a time of exploration to further understand why she has been accruing so many fines. We might also need to involve Chloe in some simple training so that she understands how the ticketing system works.

I will need to speak with the other support workers who are considering driving her to work or arranging a bus. Neither of these are Chloe's preference, so they will need to be aware of this.

## d. Minimising Harm

*Write your response in the box below:*

The harm in this situation has been identified as financial. Through discussions with Chloe and watching her use of the ticket machine, it will become clearer in what way harm can be minimised for her. Then, she can be given feedback about what she is doing to ensure she no longer accrues fines.

You have now thought about the 4 Essentials in relation to Chloe's scenario. The questions below ask you to think about the process of risk enablement.

1. Can you find examples of how you have **worked together** to enable Chloe to catch the train?

*Write your response in the box below:*

As his disability support worker, I have worked with the following people to enable Chloe's preferences:

- The person – Chloe
- MetroTrains customer service – to understand the reason for the fine
- Chloe's friend (if she travels with them on the train)
- Other support workers



2. Explain whether you had **taken account of context** to enable Chloe to catch the train.

*Write your response in the box below:*

I have considered:

- **Social inclusion**: catching the train means that Chloe might meet new people
- **Financial**: is there a way to ensure Chloe stops accruing fines?
- **Accessibility**: Chloe needs to be able to access transport when she needs to

3. Can you find examples of the **planning** you did to enable Chloe's preference?

*Write your response in the box below:*

Planning has included speaking with Chloe about the need to explore the way she uses the ticketing system. A number of options have been thought of to understand this – I could go with her, I could shadow her from a distance, or if Chloe travels with a friend, then they could assist her with the process. Rather than stop Chloe from catching the train, I would proactively get to the heart of why the fines are occurring.

I would also call MetroTrains to further understand why these fines have been issued. I will discuss with the other support workers that Chloe being driven to work by car or by bus is not her preference.

4. Briefly describe what you did to support Chloe to catch the train. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First**: Chloe loves to catch the train. I would want to be sure that she continues to be able to do this.
- **Being Proactive**: I will explore further the reasons as to why the fines are occurring. I will accompany Chloe on the train, have a friend accompany her, or watch her from a distance to understand what is happening. I will call MetroTrains to see if they can also provide an explanation.
- **Staying True to Preferences**: Chloe is being supported to catch her train. In order to do this, she might need some simple training in how to use the ticketing system. Other support workers will need to be aware of Chloe's preference because arranging that she travel to work by car or bus is not staying true to her preference.
- **Minimising Harm**: Through discussions, planning and observation and working with Chloe, harm is minimized. Once the reason for the fines is clear, then appropriate support and feedback can be provided to Chloe.

## ACTIVITY 4.5: Scissors for Romeo

**Read Romeo’s scenario below, then answer the questions.**

Romeo likes to cut out pictures from magazines for his scrapbook but staff say it is too dangerous for him to have a pair of scissors. Staff keep the scissors in the locked office because if Romeo sees the scissors he will try to grab them.

Romeo has developed a reputation for behaviours of concern and staff have asked for a referral to the behaviour support team to stop Romeo from grabbing the scissors.

1. What is considered to be the “risk” in Romeo’s scenario?

*Write your response in the box below:*

The risk for Romeo is that the scissors are dangerous. This could mean that there is a risk that he could cut himself. It is unclear whether he would be likely to harm another person with the scissors.

2. How will you be person centred with Romeo?

I would like to understand Romeo’s behaviour more. I would like to know what he likes about cutting out pictures and collecting pictures for his scrapbook. I would like to see what he creates with the pictures. I want to know what annoys him too in this situation, so I can support him better.

3. Thinking about the 4 Essentials, and the Risk Enablement Process, how will you enable Romeo’s preference to have a pair of scissors? Describe what you would consider for each of the Essentials below.

- a. Putting Positives First

*Write your response in the box below:*

Positives can come from taking risks. I think that denying Romeo the scissors is leading to the behaviour that he is now showing. He is grabbing the scissors when he sees them, because he does not have easy access to a pair of them. At the moment, Romeo is frustrated and displaying challenging behaviour.

So far, positives have not been put first.

b. Being Proactive

*Write your response in the box below:*

I would like to work with Romeo and the members of staff to explore options for him to have a pair of scissors. I would want to see how to make this work for him and also ensure that he feels supported.

His current situation is saying to him that he is not in control – the staff are. An overly protective approach is being used.

I would like to discuss with Romeo why the staff have been keeping the scissors in the office and educate him to help him make sense of the situation and how we can move forward from that.

Rather than send Romeo for an assessment with the behaviour support team, I would like to firstly work with him to try different options to support him having a pair of scissors.

c. Staying True to Preferences

*Write your response in the box below:*

To stay true to Romeo's preference of having a pair of scissors, I would explore the following options with him:

- Trialling him having a pair of scissors with a **rounded edge** so that he is less likely to hurt himself or another person. He can keep this pair in his room in a pencil case.
- Romeo can also wear a **meshed glove** when using his scissors as this will prevent him from cutting himself. This can also be trialled.

It is possible to also help Romeo's to think about other ways of achieving his preference. It would be important to understand if it is the scissors he wants or if he actually is looking for a way to keep images he likes. If he is interested in keeping pictures, then it might be worthwhile exploring the idea of Romeo having an iPad or computer where he could search and store pictures without the need for him to have scissors.

I would also inform other members of staff and the practice leader about this trial, or other approaches (e.g., iPad use), so that the support provided to Romeo is consistent between staff and he does not become confused with support workers doing things differently.

## d. Minimising Harm

*Write your response in the box below:*

Through discussions and trialling different things, harm will be minimised for Romeo. There are ways to minimise the risk of him cutting himself and hurting another member of staff. In a team meeting, and also in handover, staff will be informed about how we will be trialling different things with Romeo so that he can have his own pair of scissors. It is important that the approach taken to support him is consistent.

Now that you have considered the 4 Essentials in relation to Romeo's scenario, further define the aspects that are a part of the Risk Enablement Process.

1. Can you find examples of how you have **worked together** to enable Romeo's preference?

*Write your response in the box below:*

I have worked with the following people to enable Romeo's preferences:

- The person – Romeo
- Other disability support staff at Romeo's group home
- Practice Leader

2. Explain whether you had **taken account of context** to enable Romeo's preference.

*Write your response in the box below:*

I have considered:

- **Accessibility:** how Romeo can access a pair of scissors more easily.
- **Staffing:** that all staff are aware of the scissors trial with Romeo so that the approach in supporting him is consistent. Discussing this at a staff meeting is also important.

3. Can you find examples of the **planning** you did to enable Romeo's preference?

*Write your response in the box below:*

I talked with Romeo about what he likes about cutting out pictures. In doing this, it might assist in working out whether it could be possible to instead look at other ways of accessing and storing pictures (e.g., iPad, computer). I thought about planning a trial of different things for Romeo – scissors with rounded edges, use of meshed glove. I also was sure to speak with other disability support staff and the practice leader about trying different things with Romeo. It's important that the approach to supporting Romeo is consistent. Having this also discussed at a staff meeting can be helpful also. In the end, the aim is for Romeo to have his own pair of scissors. This might also help address his behaviour, so I did not involve the behaviour support team yet in my planning.

4. Briefly describe what did to support Romeo to have a pair of scissors. You can write your answer next to each Essential below.

*Write your response in the box below:*

- **Putting Positives First:** I didn't want to continue with Romeo not having access to the scissors. Denying him access was starting to have an effect on him and this is shown through his behaviour of grabbing scissors.
- **Being Proactive:** I wanted to talk with Romeo about what the current situation was – why the scissors were locked away. But I also wanted to start to work with him to look at ways we could give him his own pair of scissors.
- **Staying True to Preferences:** I would be interested in trialing Romeo having a pair of scissors with a rounded edge, or him wearing a meshed glove to reduce the risk of him cutting himself. I would also think about other options – like the use of an iPad or a computer – that will allow him to save pictures if that is what he would like to do. Other disability support workers and the Practice Leader will need to be informed of these things being trialed, so that the approach with Romeo is consistent by all who support him.
- **Minimising Harm:** Through planning, talking with other disability support workers and Romeo, I will minimize harm through knowing his preference better, and trialling different ways forward. Currently, he is showing challenging behaviour, so it is evident that denying him access to the scissors is causing harm also.

## ACTIVITY 5.1: Experiences from risk enablement

1. What were the main experiences the disability support workers had after enabling risk?

*Write your response in the box below:*

- Risk was positive.
- They were putting positives first and willing to give things a go.
- Enabling risks for the people they support was easier than expected
- Their clients are now more engaged.
- They were thinking about refining the risk the next time.
- Looking at things differently.
- Clients were getting enjoyment out of taking risk.
- They thought anything was possible.

2. How does reading these quotes make you feel about putting risk enablement into practice for someone you support?

*Write your response in the box below:*

*This is a reflective task. You are being asked to describe your feelings and thoughts about getting started with risk enablement. There is no right or wrong example you can provide here. Specific responses are not provided.*

## ACTIVITY 5.2: Application

*This is a reflective task. It is **your own** personal experience of a situation that you are being asked to describe. There is no right or wrong example you can provide here. Specific responses are therefore not provided for any of the questions related to this activity.*

*To help you answer these questions, however, you can refer to any of the scenarios (i.e., Cody is Moving out of Home, Angela's Birthday Cake, Chloe Catches the Train, Romeo's Scissors) as a guide.*

*If you would like some further guidance about this activity, you can send an enquiry using the Contact Form.*

## ACTIVITY 5.3: Organisational Process and Support

*No suggested responses are provided for this activity, as this relates to your organisation in particular.*

*If you would like some further guidance about this activity, you can send an enquiry using the Contact Form.*

# RESOURCES



# Module Resources

## About this resource

Living with Disability Research Centre, La Trobe University

<http://www.latrobe.edu.au/lids>

New South Wales Department of Family and Community Services

<https://www.facs.nsw.gov.au/>

New South Wales Council for Intellectual Disability (NSW CID)

<http://www.nswcid.org.au/>

Unisson Disability

<http://unissondisability.org.au/>

## Module 1

### Positive risk-taking: An idea whose time has come (Special Report: Mental Health)

This brief report discusses positive risk taking in the area of mental health, though the concepts that are presented around risk and the importance of taking risks are very much applicable to other areas of practice.

Morgan, S. (2004). *Positive risk-taking: An idea whose time has come*. Health Care Risk Report. Retrieved from

<http://static1.1.sqspcdn.com/static/f/586382/9538512/1290507680737/OpenMind-PositiveRiskTaking.pdf?token=EIVKhX4Soz6TIFbuppAGcJTszVI%3D>

## Module 2

### UN Convention on the Rights of Persons with Disabilities

Key rights are set out in disability policy and legislation and the United Nations Convention on the Rights of Persons with a Disability

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

### **National Disability Standards**

This website provides information on the National Disability Standards that apply to the disability services sector and National Insurance Scheme. The standards focus on person centred approaches and promote choice and control by people with disability.

<https://www.dss.gov.au/our-responsibilities/disability-and-carers/standards-and-quality-assurance/new-national-standards-for-disability-services/national-standards-for-disability-services-easy-english-version>

## Module 3

### **Personalisation: a rough guide**

This downloadable guide to understanding person centredness - recognising people as individuals - was developed the Social Care Institute for Excellence (SCIE) in the UK.

[www.scie.org.uk/publications/guides/guide47/files/guide47.pdf](http://www.scie.org.uk/publications/guides/guide47/files/guide47.pdf)

### **The 4 Essentials of Risk Enablement**

You can print out the figure representing [The 4 Essentials of Risk Enablement](#) and pin it up in your place of work as a handy reminder.

It is located in the Resources section of the online resource, and can be accessed via this link:

[www.enablingriskresource.com.au/uploads/1/1/0/7/110745505/the\\_4\\_essentials\\_of\\_risk\\_enablement.pdf](http://www.enablingriskresource.com.au/uploads/1/1/0/7/110745505/the_4_essentials_of_risk_enablement.pdf)

## Module 4

### **The Process of Risk Enablement**

You can print out the figure representing [The Process of Risk Enablement](#) and pin it up in your place of work as a handy reminder.

It is located in the Resources section of the online resource, and can be accessed via this link:

[www.enablingriskresource.com.au/uploads/1/1/0/7/110745505/the\\_risk\\_enablement\\_processes.pdf](http://www.enablingriskresource.com.au/uploads/1/1/0/7/110745505/the_risk_enablement_processes.pdf)

## Module 5

### **Positive risk-taking: An idea whose time has come (Special Report: Mental Health)**

This brief report discusses positive risk taking in the area of mental health, though the concepts that are presented around risk and the importance of taking risks are very much applicable to other areas of practice.

Morgan, S. (2004). *Positive risk-taking: An idea whose time has come*. Health Care Risk Report. Retrieved from

<http://static1.1.sqspcdn.com/static/f/586382/9538512/1290507680737/OpenMind-PositiveRiskTaking.pdf?token=EIVKhX4Soz6TIFbuppAGcJTszVI%3D>

# FIGURES

These figures are provided in larger form for your use.

You are encouraged to print these as required and put them up in your place of work to remind you of the process to take when enabling risk.

You can also download the Figure files if you need them in pdf format from the Resources section of the online resource: <http://www.enablingriskresource.com.au/resources.html>

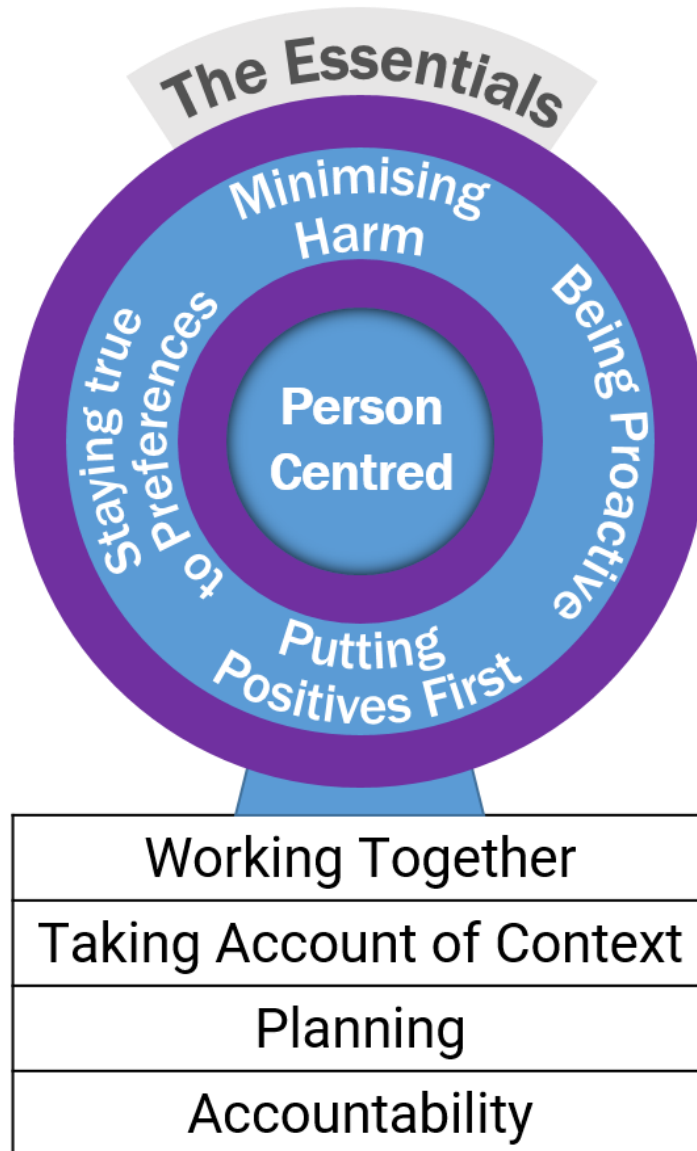
These images can be useful learning tools.

# The 4 Essentials of Risk Enablement



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# The Risk Enablement Process



# REFERENCES

This section lists the sources of information in this resource.

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## Websites

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