

'A' for Adjustment Framework - Session 3 – 'A' is for Approach – approx 45-60 mins

Suggested Timings	Activity	Content	Resources
	Facilitator	<p>Overview and style of session</p> <p>The session is participative and interactive and will involve group discussion, exercises, self-reflection and sharing best practice. These sessions are intended to encourage reflection and drive positive change and good practice in the way people with a learning disability are supported to access services and achieve equitable health outcomes.</p> <p>Please note that the legislation and the principles throughout these 5 training packages apply to people with a learning disability who may or may not also have autism, although they will also be relevant to support autistic people who do not have a learning disability and to all disabled people.</p> <p>Select activities based on knowledge and skills of the audience/time available/job roles. Consider using techniques such as reflective questioning, group work and role play to stimulate discussion and learning.</p> <p>Approach - this sessions includes guidance, advice and ideas for ensuring a positive, tailored, flexible and effective approach is offered to meet individual needs</p>	Slide 1-2

20 mins	Facilitator Group exercise	<p>Why is the MCA important? - highlight legal responsibilities of health and care workers to follow the principles. Describe the 5 principles of the Mental Capacity Act – further reading is in the supplementary information sheet. Link the principles to people with a learning disability and autism Mental Capacity Act - Two stage test</p> <p>Exercise - groupwork to identify and feedback actions and different approaches that can support a person to make their own decisions.</p> <p>Decision making slide - explain the seven stages of decision making and how to apply to people with a learning disability</p> <p>Making best interest decisions Things to consider when making best interest decisions</p>	Slides 3-5 Slide 6 Pens, flipchart or paper Slide 7 Slide 8
20 mins	Facilitator Group exercise	<p>Communication – describe different approaches and tools for better communication</p> <p>Exercise Example One - Play the video and ask the group to note the key messages. Reflection exercise using the 5 Occupational Health good communication standards</p> <ol style="list-style-type: none"> 1. There is good information that tells people how best to communicate with me. 2. Staff help me to be involved in making decisions about my care and support. 	Slide 9 Video, Pens, flipchart or paper

3. Staff are good at supporting me with my communication.
4. I have lots of chances to communicate.
5. Staff help me to understand and communicate about my health

Getting communication right checklist

Exercise Example Two

In pairs or small groups, practice using good communication by each person describing their role to another in plain speak, no jargon, complicated or long words.

Remind the group of the NHS Accessible Information Standards mentioned in the first session and their legal responsibility to provide information in a way that people can understand.

Explain the various sources and information to help with communication. Highlight the importance of the GP register and a person accessing an Annual Health Check, as well as where support resources can be found.

Desensitisation approach -

Read or share Z's story re: blood tests.

Ask the group to discuss the interventions and adjustments that made a difference to support the young person and his mum. Do they have any examples approaches they have taken to help with desensitisation?

Slide 11

Slide 12

Slide 13

Slide 14

5 mins	Facilitator	<p>Right to be heard – involving people and their families – NHS Improvement Standards</p> <p>The Learning Disability Mortality Review (LeDeR) Discuss the two points above from the slide notes and raise the awareness of why everything we are talking about is so important and how better training and adjustments can save lives.</p>	Slide 15
5 mins	Facilitator Group summary and reflection	<p>Summarise the session against the learning outcomes. Encourage reflection and next steps using the optional Take Action sheet.</p>	Slide 16



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