

## ‘A’ for Adjustment Framework - Session One – ‘A’ is for Attitude – approx 45-60 mins

Suggested Timings	Activity	Content	Resources
	Facilitator	<p><b>Overview and style of session and agree learning outcomes</b>                      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><b>Please note</b> 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 much of the resource will be relevant to others e.g. autistic people, people living with dementia.</p> <p><b>Session One Attitude</b> – A framework / opportunity for staff to explore their thinking about disability, learning disability, discrimination and rights.</p> <p><b>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.</b></p>	Slide 1-2
5 mins	Facilitator	<p><b>Set the scene that making reasonable adjustments is underpinned by a variety of legislation and regulation – this will be covered in more detail in session 2</b></p>	Slide 3
10 mins	Facilitator - Open discussion	<p><b>Provide an explanation of anti-discriminatory practice and the medical vs social model of disability</b></p>	Slide 4

15 mins	Facilitator  Group exercise and feedback	<p><b>Values</b></p> <p>Group exercise to prompt discussion and reflection if you were using your service, what would be important to you under each of the 6 C's?</p> <p>Ask the group how these values support health and care workers' attitudes to making reasonable adjustments and supporting people with a learning disability?</p>	Slide 5  Pens, flipchart or paper
5 mins	Facilitator	<p><b>Highlight the importance of delivering personalised health, care and treatment</b></p> <p>Draw attention to the government 21<sup>st</sup> century strategy and rights for people with a learning disability</p> <p><b>Seeing the person and not the disability</b> – explain that people with a learning disability, as anyone does, value being treated as an individual.</p> <p>Introduce the case study about Marion, how she has the right to good healthcare, freedom to live her life with the least restriction and the determined and inquiring attitude of her support staff, not to accept things as they are and to see past Marion's learning disability.</p>	Slide 6-7  Slide 8  Slide 9

15 mins	Facilitator  Group discussion	<p>Feedback from the National Self-Advocacy conference 2020</p> <p>What does the research tell us? Discuss the research quote and open a discussion about the reasons for this moving on to talk about fear and anxiety on the next slide.</p> <p>Highlight that each person and situation is individual and unique and the difference is made with how the health or care worker interacts with the person.</p> <p>Stress to the group that 'it's ok to ask' and a good way of getting to know what works or doesn't work for a person</p> <p><b>Group Discussion – Negative Assumptions and Myths</b></p> <ol style="list-style-type: none"> <li>1. What are some of the common myths and negative assumptions about people with a learning disability?</li> <li>2. How can you challenge these assumptions and myths in your work?</li> </ol>	Slide 10  Slide 11  Slide 12  Slide 13  Slide 14 Pens, flipchart or paper
5 mins	Facilitator	<b>Beth's poem - Beth Richards is a member of the MisFits Theatre group in Bristol</b>	Slide 15

	<p>Facilitator</p> <p>Group summary and reflection</p>	<p><b>Summarise the session against the learning outcomes. Encourage reflection and next steps using the optional Take Action sheet.</b></p>	<p>Slide 16</p>
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