

### **Standards for Person Centred Reviews Preparation**

#### **What do I need to know?**

- How the person-centred thinking tools of important to / for, appreciation and what's working and not working relate to the review process.
- What makes a great one-page profile.
- How to support the child/young person to prepare and how they want to be involved and contribute.
- How to support the family for the review.
- How to create a comfortable and safe environment for the child/young person to be able to contribute.
- How to involved and prepare other people to contribute to the review.

#### **What does good look like?**

- The child/young person has been involved in inviting people to their review.
- Everyone attending knows that it is a person-centred review and hot to contribute.
- The environment is relaxed and informal, with chairs, pens, music and refreshments.
- Any equipment or resources needed to help the child/young person participate are available, for example, photographs, pictures, objects of reference.
- The groundrules have been agreed prior to the review.

#### **Skills I need**

- Able to use the following person-centred thinking tools:
  - Appreciation
  - Important to/for
  - Working/not working
- Able to set the room up with the headings in the right order.
- Know who to invite and involved the child/young person in sending the invites.

#### **Examples of how this can be demonstrated**

- How you prepare the child/young person, family and others, for example by using review preparation booklets.
- How the child/young person creates the invitation within the curriculum.
- How to use your creativity and judgement to make sure that the child/young person is fully involved and is able to communicate I the review.

### **Standards for Person Centred Reviews Facilitation**

#### **What do I need to know?**

- How the person-centred review process works.
- How to use opening and closing rounds and groundrules.
- How to see themes and be able to see strengths in themes and disagreements.
- How to move conversations to a safe place.
- How to use multi dot voting.
- How to write good person-centred outcomes that reflect the aspirations of the child/young person.
- How to develop an action plan.

#### **What does good like?**

- The room is comfortable and welcoming with music, chairs, coloured pens and refreshments.
- The review begins with welcomes and introductions.
- Participants share information about what they appreciate about the child/young person.
- The review process and the headings are clearly explained.
- Information from the child/young person's one-page profile is used if they have one.
- You support people who become distracted to focus on the child/young person.
- The child/young person is supported to know what is being written and to contribute their information using words, pictures or symbols for example.
- Everyone contributes their information in the right place.
- You celebrate what is working for the child/young person.
- That you check that whether the things are important to the person are working or not working for the child/young person.
- That you check whether best support is working or not working for the child/young person.
- That you make sure that any questions to answer are answered.
- That you move people through the process within the time available.
- You develop person-centred outcomes and actions.
- You check that everyone is clear about their actions.
- You agree who is responsible for sharing the action plan from the review.

### **Skills I need**

- Able to make people feel at ease.
- Able to explain the review process clearly.
- Know how to ensure that the child/young person is kept at the centre of their review.
- Able to deal with tensions and disagreements and to move the review to action.
- Know how to engage everyone in conversations.
- Be able to listen well and summarise conversations.
- Know how and when to use multi dot voting.
- Know how to write person-centred outcomes and SMART actions.
- Able to keep to time.

### **Examples of how this can be demonstrated**

- How you use different communication methods to involve the child/young person.
- How you ensure that participants focus on the child/young person.
- How you make the review meaningful to the child/young person and family.
- How you use different facilitation techniques to involve everybody and get meaningful contributions, for examples using rounds.
- How you explore differences of opinion.
- How you develop and agree person-centred outcomes which keep what's working, change what isn't working and move the child/young person towards their aspirations.

### Checklist for Person Centred Reviews

- I have arranged the review date and time with the child/young person and their family.
- I know what information we have, and what information we need, and know how to get this in a family friendly way.
- I have checked eligibility for a personal budget and where agreed, I know the indicative allocation.
- I have used the review preparation booklets to prepare the child/young person, family and others and acted upon requests for support.
  - Child/young person
  - Family
  - Other
- I have information from all professionals who are not able to attend.
- I have information prepared for people who are able to attend where necessary.
- The child/young person has been fully involved in the development of their invitations and they reflect the things that are important to them.
- I have organised a room at school/college in which to hold the review and know that it has the space needed. I know that the room is suitable for the child/young person.
- I know what refreshments the child/young person wants and have arranged for them to be available.
- I know what music the child/young person wants, and have the means to play it.
- I have enough paper, pens that work and stick it's for the review.
- I have arranged a laptop/projector if needed.
- I know whether I am using pinboards, the walls or table top papers to have them ready.
- I have gained permission to take photographs or video if necessary.
- I know whether or not there is information that the child/ young person doesn't want to share in the review.
- I have agreed ground-rules with the child/young person.

### What to do next

1. Welcome everybody to the child/young person's review.
2. Explain the groundrules.
3. Use a round to introduce everyone, asking them for their full name and their relationship to the child/ young person. The facilitator records this and adds any apologies.
4. Use rounds or stick-its to ask people what they appreciate about the child/young person.
5. Go over actions from previous reviews. If any actions have not been achieved, this can be added to the what's not working section.
6. Explain the headings of the review.
7. Recap on any information already put up.
8. Invite people to contribute to the headings. Put the music on and invite people to take refreshments.
9. Start with aspirations.
10. Celebrate what's working.
11. Ask if the information under what's important to and how best to support is working and not working. If there is anything which is not working, this can be put under the what's not working heading.
12. Invite people to prioritise the information using 3 dots on what's working, what's not working, important in the future and questions to answer.
13. Agree outcomes for the child/young person which keep things that are working, change things that aren't working and move the child/young person towards what they want in the future.
14. Develop action to meet the outcome and potential provision, recording who, will do that, by when.
15. Set the date for the next meeting if necessary.
16. Close the meeting using a round.

