

Stepping back from stepping in

The Language of Reablement

Facilitators Guide

The Bite size Staff Development Series:

- What and Why of Reablement
- ☑ **The Language of Reablement**
- Support Planning and Delivering Reablement Pt1
- Support Planning and Delivering Reablement Pt2
- Working with Clients

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Able
Every opportunity matters



For more resources and support on wellness and reablement, visit: keepable.com.au

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The Language of Reablement

Facilitators Guide

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The Language of Reablement

Overview of the Bite-size series

Supporting organisations through industry changes

The challenges of change

The aged care sector has been contending with changes and challenges for many years. With further changes to service and funding models and quality standards imminent, ongoing adaptation by aged care providers will be necessary. The ability to respond effectively is further complicated by limited human resources and escalating client expectations.

One of the changes that encompasses many of these issues, is the move to the Wellness and Reablement (W&R) approach. W&R requires a fundamental shift away from traditional home care services where providers did tasks for clients, rather than with clients. This approach requires organisations to modify client expectations of what home care services looks like and ensure staff understand and implement the approach.

Bite-size learning - Supporting through change

The 'Bite-size' series is designed to enhance knowledge about wellness and reablement and develop skills to implement it. Organisations often need to upskill existing staff to help them transition away from the traditional home care model and orientate new staff to the W&R approach. Many providers do not have the capacity to develop in-house resources, nor can they spare the time and expense to send their staff for external training. This is where the Bite-size series can help.

Bite-size learning - Demonstrating evidence of organisational change and compliance

Bite-size learning can build workforce capacity to implement wellness and reablement. This in turn will enhance your organisation's W&R reporting outcomes as required by the Commonwealth government.

Using these modules for in-house training can also help demonstrate quality standard outcomes relating to client-centred care and staff development.

The Language of Reablement

Overview of the Bite-size series

How to use 'Bite sized sessions'

Each module has:

- A PowerPoint presentation
- A Facilitator's Guide
- Activities to support practical learning
- Evaluation questionnaire

The materials are editable, so you can modify them to meet the needs of your organisation.

The presentations can be delivered at face-to-face staff meetings, staff development sessions or online (e.g. Teams, Zoom, etc).

Each presentation addresses a W&R concept. You can choose any or all of the presentations to meet your staff development needs.

Sessions can be delivered in approx. 30 minutes, to minimise disruption to business.

Target Audience

Staff working with older adults in the community. This may include managers, care coordinators, allied health staff (including allied health assistants) and support workers.

The Language of Reablement

'The Language of Reablement' introduction

This session is the second in the “Stepping Back from Stepping In” series. It helps participants recognise how language can impact a client’s acceptance of and participation in reablement services. Applied examples provide the opportunity to practice using reablement language and reflect upon how it can promote independence and quality of life for clients.

Learning outcomes:

- Identify the features of reablement language
- Acknowledge the importance of reablement language when promoting client participation and/or independence
- Demonstrate use of reablement language to promote client participation and/or independence

Resources required

- Facilitator’s guide (this document)
- PowerPoint presentation
- Activity sheets*
- Sample activity answers
- Evaluation questionnaire

*Check the profile of attendees before commencement of the presentation. There are activity sheets targeted towards different roles, so prepare (print or electronic distribution) the most appropriate sheets before commencement.

Tip:

Slides 10-13 (inclusive) address W&R language for Intake/Schedulers, RAS assessors, coordinators and support workers. The presentation aims to demonstrate how using W&R language at all stages of service entry and provision is important. However, if you need to reduce the session timing, you can delete slides that aren’t applicable for your participants.

The Language of Reablement

Session Plan

Time	Content	Resource
3 minutes	Welcome (<i>introductions if required</i>) Session objectives	PPP (slide 1) PPP (slide 2)
5 minutes	Introduction to wellness and reablement language Wellness and reablement is for everyone Use it or lose it (for service providers) Use it or lose it (for clients) Wellness and reablement language	PPP (slide 3) PPP (slide 4) PPP (slide 5) PPP (slide 6)
10 minutes	Client journeys (see tip on p.5 to save time if required) Reablement language – The client journey (1) Reablement language – The client journey (2) Meet Duong; Meet Jack Their journeys begin (Intake/scheduling) Their journeys continue (RAS assessment) Their journeys continue (Coordinator) Their journeys continue (Support worker)	PPP (slide 7) PPP (slide 8) PPP (slide 9) PPP (slide 10) PPP (slide 11) PPP (slide 12) PPP (slide 13)
5 minutes	Impact of language on client outcomes Comparing communication approaches Impact on outcomes Long term consequences	PPP (slide 14) PPP (slide 15) PPP (slide 16)
10 minutes	Reablement language activity	PPP (slide 17) Activity sheets
5 minutes	Reablement language activity	PPP (slide 18) Evaluation questionnaire

The Language of Reablement

Slide 1 - Welcome and Introduction



Acknowledgement of Country

We pay our respect to Aboriginal and Torres Strait Islander cultures, to Elders past, present and emerging, and to all Aboriginal and Torres Strait Islander peoples including members of the Stolen Generation.

(or insert your own organisation's Acknowledgement of Country)

Welcome

Introductions (*if required*)

About the session

(*Insert organisation name*) aims to help our clients achieve the most positive aging journey possible. Research evidence shows that the more active people are as they grow older, the more independent they are and the better quality of life they have. Every activity a person does is an opportunity to stay mentally active and physically fit.

When a person starts to have difficulty with daily activities, they are often referred for support services. In the past, this involved people coming in and taking over those tasks. This approach has changed over the years. Now we work alongside clients doing activities with them, not for them, to keep them as active as possible. This is called reablement.

This is often not what the client wants or expects so we need to communicate the idea of reablement effectively. Good communication about reablement needs to happen at every point of client contact.

The aim of Session 2 – “The Language of Reablement”, is to raise awareness of the features of reablement language and the impact it can have when working with clients to maintain or regain abilities. Through applied examples and the opportunity to practice using reablement language, participants will increase their knowledge and understanding of the important role language has when supporting someone to retain their independence.

The Language of Reablement

Slide 2 - Session Objectives

Session objectives

Participants this session will:

- ✓ Identify the features of Wellness and Reablement (W&R) language.
- ✓ Acknowledge the importance of W&R language when promoting client participation and/or independence.
- ✓ Demonstrate use of W&R language to promote client participation and/or independence.

Participants of Session 2 will:

- ☑ Enhance their awareness of the features of reablement language

Presenter: We will have the opportunity to compare language that promotes reablement with language that promotes dependency.

- ☑ Increase their understanding of the importance of appropriate language when working with clients to increase their independence

Presenter: We will explore case studies of two clients and compare how promoting reablement at every level of client contact can promote the client's confidence, independence and quality of life.

- ☑ Increase confidence in their skills to use reablement language when conversing with clients who are working on increasing their independence.

Presenter: The session will conclude with an activity where you will apply reablement language to client scenarios.

The Language of Reablement

Slide 3 - Wellness and Reablement is for everyone

Wellness and Reablement is for everyone

All people are unique and will achieve different outcomes with wellness and reablement

- Some will get better
- Some will maintain their abilities
- Some will lose abilities over time, but that process *can* be slowed down



Facilitator notes

There is a misconception that wellness and reablement is the same as rehabilitation; that it means people always get better or make full recoveries.

Wellness and reablement promotes clients achieving the best they can in their individual circumstances. Improving a person's independence is always desirable and often achievable. However, even helping a person do as much as possible for themselves (and providing help/support where it is needed), may be the factor that helps a person continue to live safely and happily in their own home and community.

Discussion points:

- Can participants think of a client that has the potential to be more active or independent than they are?
- Can participants think of a client that may be struggling to remain safely in their own home? If they deteriorate further, they may need more services or even residential care?

These clients may benefit from reablement.

The Language of Reablement

Slide 4 – Use it or lose it (for the home support team)

“Use it or lose it”

“Use it or lose it” is a concept most people can relate to.

Promoting the “Use it or lose it” message to the home support team encourages staff to:

- Identify tasks or part of tasks that clients can still do
- Consider strategies that might help do more for themselves in the future *(where appropriate)*



Facilitator notes

Encourage the client to think about what they can actually do. Clients often make general statements like “I can’t do the cleaning anymore”.

- **Identify tasks or parts of tasks that clients can still do.**

Presenter: Well, maybe they can’t clean the whole house and maybe they can’t get on their hands and knees to scrub the grout in the shower recess! However, they may be able to dust, wash dishes, wipe down benches or clean shower screens.

- **Consider strategies that might help a client do more for themselves in the future.**

Presenter: There are lots of strategies to consider for promoting independence. Deciding on the best strategies involves getting to know your client well and some of the resources available. Some examples may include:

- **Providing assistive technology (equipment) to help (e.g. lightweight vacuum cleaner)**
- **Managing pain (review with a GP, pacing)**
- **Managing fatigue (incorporating regular rest breaks)**
- **Addressing fear of falling**
- **Improving strength and balance**
- **Education about the benefits of daily activities in staying mentally and physically fit.**

The Language of Reablement

Slide 5 – Use it or lose it (for the client)

“Use it or lose it”

‘Use it or lose it’ makes sense to clients:

- Clients are more likely to participate in reablement if the idea is meaningful to them.

The language we use can impact:

- How we think about reablement
- How we communicate reablement to clients



Facilitator notes

“Use it or lose it”: Here are some ways that this idea can be shared with clients in a way that is meaningful:

- Getting out and about to see family and friends boosts your happiness and helps you be confident and independent in the community.
- Walking to the shops keeps you fit and able to socialise with people.
- Gardening can maintain your balance skills and keep you strong and flexible.
- Cooking meals keeps your brain and body active.
- Doing your cleaning can keep your joints moving, preventing pain and stiffness.
- Looking after your brain and body will give you more choices and freedom to do the things you want to.
- If you don’t use the skills that daily activities require, you will lose them. This may result in restriction of choices, independence and the things you like to do.

The Language of Reablement

Slide 6 - Wellness and Reablement language

Wellness and Reablement language

- Promotes independence
- Encourages
- Motivates
- Builds confidence
- Builds relationships
- Supports good outcomes for clients



Facilitator notes

This is the opposite of dependency practices and language which sees staff/workers:

- Doing everything for a person
- Take over/control
- Encourage dependence
- Focus on what the person can't do, rather than what they can
- Make assumptions about what about person can or can't do, or should or shouldn't do, based on their age.

Dependency practice and language can result in:

- Reduced client self-confidence and self-esteem
- Illness/dependency cycles

CHSP Good Practice Guide – July 2015

The Language of Reablement

Slide 7, 8 – Reablement language – the client journey

Reablement language

The Client journey

When we use reablement language consistently

- Clients understand what to expect from our service
- Staff can effectively implement reablement strategies



Facilitator notes

- Self explanatory

Reablement language

The Client journey

The following examples will compare two Client experiences. You will see how reablement language can impact the Client journey and why...

“every opportunity matters”

NB: In this case example, only the term ‘reablement’ will be used instead of ‘wellness and reablement’. This is because these Clients have the potential to improve significantly, with the aim to regain previous functional ability.





Facilitator notes

“Every opportunity matters” reflects the importance of doing everyday things.

Health and wellbeing is not only achieved through interventions like prescribed exercises. Every activity that we do every day has the potential to help our physical health, brain health and emotional wellbeing.

The Language of Reablement

Slide 9 – Meet Duong and Jack

 <p>Meet Duong</p> <p>Duong had a fall in his back yard while gardening, injuring his shoulder and leg. After a brief stay in hospital, he was discharged home with support for personal care and domestic assistance.</p>	 <p>Meet Jack</p> <p>Jack had a fall in his back yard while gardening, injuring his shoulder and leg. After a brief stay in hospital, he was discharged home with support for personal care and domestic assistance.</p>
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Facilitator notes

Reinforce that the two clients have started the process at the same stage.

Slide 10 – Their journeys begin – First point of contact (Intake/scheduling)

	
<p>Their journeys begin – First point of contact</p>	
<p>'I'm calling you today to follow up on a referral we received from the hospital regarding help at home'</p>	<p>'I'm calling you today to follow up on a referral we received from the hospital regarding a home assessment'</p>
<p>'Were you aware the hospital had referred you for support at home?'</p>	<p>'Were you aware the hospital had referred you for a home assessment?'</p>
<p>'I understand you are needing someone to help you shower'</p>	<p>'I understand you are having some difficulty with some tasks at home and may need some advice and support'</p>
<p>'An assessor will come to your home and arrange these services for you'</p>	<p>'An assessor will visit you at home to see how you are managing and what you are having difficulty with'</p>

Facilitator notes


The first point of contact for a CHSP client will be a phone call from the RAS intake team. Note that the conversations begin very similarly.

As the conversations continue, the tone starts to change.

- Duong is getting a message that he will need someone to do things for him and that the services are going to be arranged – decisions are already being made for him.
- Jack is getting a message that the RAS assessor will want to find out more about his circumstances. An assessor is going to visit Jack to get his perspective on his situation. Decisions about services are going to be made with him.
- The client should understand that they will have an active assessment. This means they will have the opportunity to show how they complete tasks and where they are having difficulties.

The Language of Reablement

Slide 11 - Their journeys continue - RAS meets Duong and Jack




Their journeys continue – RAS meets Duong and Jack

What tasks are you no longer able to complete?	What are the tasks you want to get back to doing?
What shall we get the support worker to do for you?	We can arrange for a support worker to work alongside you'
It's probably best you don't attempt to shower on your own anymore. The bathroom isn't safe.	We can organise an occupational therapist to visit you. They can help make the bathroom environment safer'
We don't want you having any more falls, we can get someone in to do that for you'	You might need help with laundry in the short term, but we can arrange a physiotherapist to improve your strength and balance. You can aim to do it safely on your own.'

Facilitator notes

- The RAS assessor is responsible for explaining wellness and reablement and supporting the client to create goals.
- Duong's assessor focusses on his losses.
- Jack' assessor gains an understanding of what is important to Jack and focusses on restoring his abilities.
- Duong's assessor is overly protective and wants to eliminate risks.
- Jack's assessor recognises that risk is a fact of life, but it can be managed by creating a safer environment and building his capabilities.
- Reablement **doesn't** mean people can't have help if they need it.
- Reablement **does** mean that help should be provided only:
 - **If** it is needed
 - **As long as** it is needed
- The conclusion of the meeting should result in specific, agreed-upon goals that reinforce the aim of the client improving their ability to do more tasks for themselves.

The Language of Reablement

Slide 12 – Meeting the coordinator



Their journeys continue – A coordinator meets Duong and Jack

'I believe you are struggling with completing your showering and dressing?'

'Services are in place for as long as you want.'

'Your support plan shows the tasks that the support worker will complete'

'The support worker will need to follow these tasks and not complete any others.'

'How are you currently managing to shower and dress yourself?'

'I believe you want to work towards getting back to showering and dressing without support?'

'Your plan will outline what you are able to do and where the support worker will assist you.'

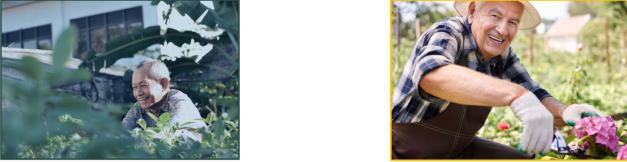
'If you are able to complete more of the steps, just let the support worker know and we can adjust the plan.'

Facilitator notes

- Duong's coordinator makes assumptions about what he cannot do.
Jack's coordinator uses open questioning to let him explain his situation.
- Duong's coordinator is developing an expectation of long-term dependency on the service.
Jack's coordinator is goal-focussed and checks that his goals reflect what he wants to achieve.
- Jack's coordinator develops a support plan that breaks agreed goals into small steps to guide the support staff and Jack.
- Duong's plan is decided upon by the coordinator.
Jack's coordinator encourages collaboration between himself and the staff.
- Duong's plan is inflexible.
Jack's plan is flexible and responsive to changes in his progress.
- Jack's experience is client-centred.

The Language of Reablement

Slide 13 - Their journeys continue - a support worker meets Duong and Jack



Their journeys continue – A support worker meets Duong and Jack



'Hello, I am here to help you with showering and dressing.'	'Hello, I am here to assist you with showering and dressing tasks that you can't do on your own'.
'Wait until I arrive, and I will set up the bathroom for you.'	'What are you able to do to get ready for your shower?'
'I will help you get dressed; we don't want you to fall again?'	'If you are worried about your safety while getting dressed, you could sit on the bed.'
'Just sit down while I hang out the washing.'	'Would you like to hang out the washing on the airer while I finish the floors?'

Facilitator notes

- Duong's support worker wants to take over most household tasks.
Jack's support worker recognises that (s)he is only there to help him do things he cannot do himself.
- Duong's support worker does not offer choices. (S)he tells him what she will do and what Duong should do (and how he should do it!). This support worker is not behaving respectfully in Duong's home.
Jack's support worker allows him to organise himself in a way that suits his usual routine. The support worker asks him respectfully, not telling him what to do.
- Duong's support worker identified risks in some activities. (S)he wants to eliminate all risk by preventing Duong from doing certain tasks.
Jack's support worker recognises that risks can be managed and should not always prevent a person from participating in tasks.

The Language of Reablement

Slide 14 - Comparing communication approaches






Comparing communication approaches	
"Dependency" language used at every stage of the Client journey.	Supportive but empowering language used throughout the Client journey
Disempowering/limiting choices	Client decision making and problem solving encouraged
Services that 'step in' and 'do for' Duong	'Step in' when needed and 'step out' when Jack can do for himself (as per care plan)
Overprotective, no dignity of risk	Responsible management of risk
No expectation of improvement	Encourages use of existing skills and abilities ('use it or lose it') and identifies opportunities to improve
No sense of partnership between staff and Duong	Care planning in partnership with Jack

Facilitator notes

- Self-explanatory

Slide 15 - Impact on outcomes

Impact on outcomes	
Reduced strength, flexibility and balance	Improved strength, flexibility and balance
Pain due to stiffness and poor mobility	Reduced pain with regular movement of joints and strengthening muscles
Fear and risk of falling due to lack of conditioning	Improved physical condition reduces risk for falling
May rely on others to make decisions and solve problems	Able to solve problems and make decisions when faced with challenges
Reduced participation in community life resulting in loneliness	Likely to return to participation in a range of activities at home and in the community
Depression due to pain, fear, loneliness and dependence	Improved mood associated with confidence and independence

Facilitator notes

- Positive outcomes are more likely if reablement messaging is used at every stage of service entry and service provision.

The Language of Reablement

Slide 16 - Long term outcomes



Long term consequences

- Loses independence over time
- Progressively needs more services to support him at home
- Potentially increases pressure on family
- Increased risk for residential care in the future

- Increases independence over time
- Fewer or no services are needed in the future
- More likely to maintain strong family and community relationships
- Likely to live at home healthier for longer

Facilitator notes

Commitment to reablement has the potential to maintain or improve quality of life for older adults for years to come.

The Language of Reablement

Slide 17 - Practicing the language of reablement

Practicing the language of Reablement

Small group activity

1. Reflect on the language used in the Duong and Jack scenarios, and the impact it can have on client outcomes.
2. In pairs, look at the list of statements appropriate for your role. Re-write them to reinforce the features of reablement language.
3. Share your revised statements with the group.



Activity instructions

- Consider the roles of your participants. There are activity sheets for this module that correlate with a range of roles.
- Distribute the relevant activity sheet in hard copy or electronically to participants (the electronic version can be completed with a keyboard).
- Ideally, participants will work in pairs to share ideas. The facilitator can decide if participants will be matched by role (e.g. two support workers) or if the pairs will explore mixed roles (e.g. a support worker and a coordinator)
- Give participants approximately 5-10 minutes to read through the statements and rewrite statements using Reablement Language.
- If time does not permit all statements to be rewritten, you may want to allocate different statements to pairs.
- Participants can then share revised statements and facilitator can promote discussion as appropriate.

The Language of Reablement

Slide 18 - Any Questions?



Questions

Answer questions if time permits. If not, offer participants an appropriate communication channel for current or future enquiries.

Feedback

Distribute a questionnaire to each participant and ask that they complete it. Questionnaires can be collated and recorded to supplement your organisational training records.

They may assist you to identify individuals who require additional professional development to apply wellness and reablement knowledge.

Please thank the group for their input and participation.