

Stepping back from stepping in

Everything you do for me; You take from me

The health and wellbeing benefits of everyday activities

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
- Everything you do for me; You take from me**

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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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Everything you do for me; You take from me

Facilitators Guide

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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.

Overview of the Bite size series

How to use 'Bite size 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. 30-45 minutes, to minimise disruption to business.

Target Audience for 'Everything you do for me; you take from me'

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

Before commencing this session, think about whether your participants will be able to engage with the content. Participants should have a fundamental understanding of what reablement is. If your participants do not have this knowledge, they would benefit from first completing the:

- "What and why of reablement" bite size learning or
- "Welcome to wellness and reablement" eLearning module

Both resources are available on [keepable.com.au](https://www.keepable.com.au)

Everything you do for me; You take from me

‘Everything you do for me; you take from me’ overview

How often do you think about the demands and benefits of activities you do every day? There is a lot of complexity involved in getting dressed, driving the car, writing a shopping list or just going for a walk. The ageing science is clear – healthy ageing is achieved by being physically, cognitively and socially active. This session encourages your staff to think about the activities we do every day, and how they can meet clients physical, cognitive and social needs for health and wellness.

Learning outcomes:

- Understand that (supposedly) simple daily activities require complex skills and abilities.
- Recognise that when we do things for clients, instead of doing activities with clients, we rob them of skills and abilities for independent living.
- Recognise that encouraging people to do daily activities (that they are capable of) promotes wellness and healthy ageing.

Resources required

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

Everything you do for me; You take from me

Session Plan

Time	Content	Resource
5 minutes	Welcome (<i>introductions if required</i>) Session objectives	PPP (slide 1) PPP (slide 2)
10 minutes	Introduction to topic Everything you do for me; you take from me Reablement refresher (provider perspective) Reablement refresher (client perspective) People might think reablement looks like this... But, if we are trying to... Reablement can look like this... But it can also look like this...	PPP (slide 3) PPP (slide 4) PPP (slide 5) PPP (slide 6) PPP (slide 7) PPP (slide 8) PPP (slide 9)
10 minutes	The health benefits of things we do everyday Key factors for healthy ageing Benefits of everyday activities Now think about all the activities you do everyday Every activity you do every day Premature help = Premature disability	PPP (slide 10) PPP (slide 11) PPP (slide 12) PPP (slide 13) PPP (slide 14)
10 minutes	Learning activity Try it for yourself Reflection	PPP (slide 15) PPP (slide 16)
5 minutes	Conclusion Any questions?	PPP (slide 17) PPP (slide 18) Evaluation questionnaire

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Slide 1 - Welcome and Introduction



'Stepping back from stepping in' series

“Everything you do for me; you take from me”

The health and wellbeing benefits
of everyday activities

Modules in the series:

- What and Why of Reablement
- The Language of Wellness and Reablement
- Support Planning and Delivering Reablement Pt.1
- Support Planning and Delivering Reablement Pt.2
- Working with Clients
- ✓ “Everything you do for me, you take from me”

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Acknowledgement of Country

We acknowledge the Traditional Custodians of Country throughout Australia and recognise their continuing connection to land, waters, and community. We pay our respect to them and their cultures and to Elders past and present (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. The variety of things that you do every day, is what keeps you physically active, mentally active and socially connected. As people get older, the variety of activities they do can become restricted. When this happens, it limits their opportunities to maintain the skills and abilities for an independent and fulfilling life.

This session will help you think about the complexity of the things we do every day and how those activities keep our clients healthy and active. It will help you appreciate why we “do with”, rather than “do for” clients. This is a key principle of reablement.

Slide 2 – Session Objectives

Session objectives

Participants this session will:

- ✓ Understand that (supposedly) simple daily activities require complex skills and abilities.
- ✓ Recognise that when we do things **for** clients, instead of doing activities **with** clients, we rob them of skills and abilities for independent living.
- ✓ Recognise that encouraging people to do daily activities (that they are capable of) promotes wellness and healthy ageing.

Participants of this session will:

- ☑ Understand that (supposedly) simple daily activities require complex skills and abilities

Presenter: *Question to the group:* What do you think the significance of the word “supposedly” is?

How often do you think about the demands of activities you do every day? There is a lot of complexity involved in getting dressed, driving the car, writing a shopping list or just going for a walk. We tend to give this little thought and take the things we do everyday for granted. This session will help you become more aware of the health and wellbeing benefits of these activities.

- ☑ Recognise that when we do things for clients, instead of doing activities with clients, we rob them of skills and abilities for independent living.

Presenter: The ageing science is clear – healthy ageing is achieved by being physically, cognitively and socially active. If the activities we do every day can meet the physical, cognitive and social needs of older people, we should try not to take those activities from them. When we take over tasks in any aspect of a client’s life, we could be compromising their future independence and quality of life.

- ☑ Recognise that encouraging people to do a variety of daily activities (that they are capable of) promotes wellness and healthy ageing.

Presenter: When considering wellness and reablement, we should encourage older people to participate in a wide range of activities that are enjoyable and meaningful, not just domestic activities. It is okay if the client cannot do a whole activity independently. You will see that daily activities have so many benefits, that even doing part of those activities can help clients maintain health and wellbeing.

Slide 3 – ‘Everything you do for me; you take from me

“Everything you do for me; you take from me”

This quote is attributed to the famous educator, Maria Montessori.

It embodies the principles of reablement (W&R).

- Can support staff implementation of reablement
- Can support client acceptance of reablement



Facilitator notes

Supporting staff implementation of reablement

Workers in the home support industry can often feel uncomfortable asking clients to participate in tasks alongside them. There is often a feeling that we are helping most when we do things for our clients. Time can also be restrictive – clients do generally take longer to do tasks than we do!

However, if you learn to appreciate the health and wellbeing of daily tasks, it will increase your comfort with implementing wellness and reablement. You will also appreciate that even if a client doesn't do an entire task independently, doing part of it can still be beneficial.

Supporting client acceptance of reablement

Also, many providers report that clients are reluctant to participate in reablement activities. Before making assumptions about a client's reluctance, we should consider how informed the client is. Do they understand the ageing science that supports reablement approaches? Do they understand the physical, cognitive and social benefits of the activities we do every day?

Improving your understanding of the benefits of daily activities helps you share positive messaging with your client which can motivate both of you.

Slide 4 – Reablement refresher (Provider perspective)

Reablement refresher

Provider perspective

“... even with frailty, chronic disease or disability, most people want and are able to improve their physical, social and emotional wellbeing, to live autonomously and as independently as possible” *(Department of Health and Aged Care).*



Facilitator notes

Before starting, it is useful to remind ourselves about why we encourage the wellness and reablement approach. This quote reminds us that many of our clients, even with complex health conditions, can benefit from interventions based on reablement principles. Enhancing a person's independence to any extent can enhance their dignity and contribute to a sense of wellness.

“Reablement services” are defined by the Department of health and Aged Care as “ short term or time limited interventions that target a person's specific goal or desired outcome to adapt to some functional loss...”

For the purposes of this presentation, we will refer to reablement as an approach that encourages clients to do as much for themselves as they can, with a view to improving functional abilities over time. Using this approach consistently builds autonomy and independence, ultimately improving a client's sense of wellbeing.

Slide 5 – Reablement refresher (client perspective)

Reablement refresher

Client perspective

"...addressing the gap between what you are able to do today and what you are capable of doing" (keepable.com.au).

"... about creating realistic and practical opportunities for you to gain confidence and get back to doing things for yourself" (keepable.com.au).



Facilitator notes

It is also useful to think about how we explain wellness and reablement to clients. “Reablement” is industry jargon that clients are not familiar with. The word can be quite meaningless to them and is therefore not helpful to use when trying to engage or motivate a client.

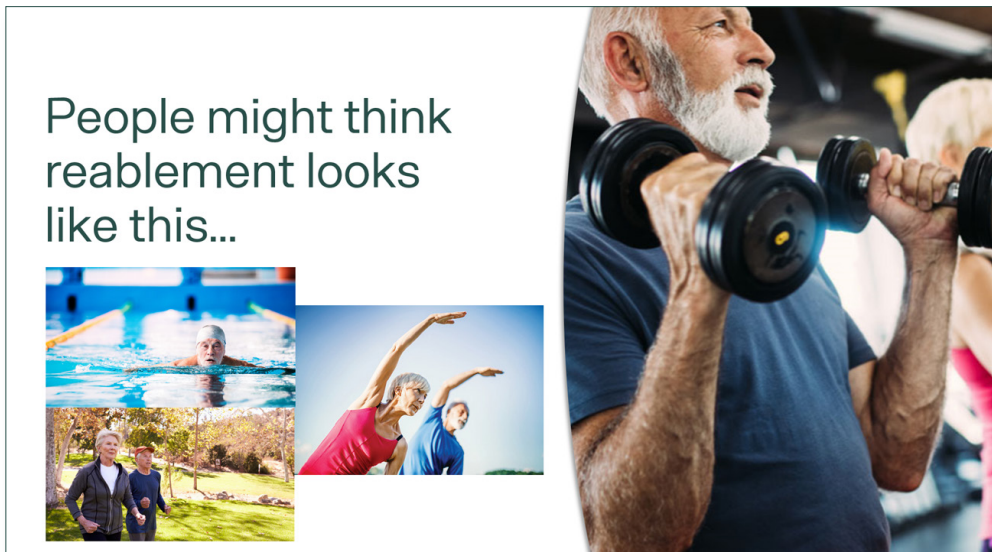
This slide gives some examples of how we can explain reablement to clients without the jargon. It also encourages clients to be aspirational – to do more and enjoy more. Use language that encourages your client to maximise their capabilities and do the things that are important to them and meaningful to them.

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Slide 6 - People might think reablement looks like this...



Facilitator notes

Many people still have difficulty understanding what reablement should or could look like. You can imagine that the prospect of these activities could be very intimidating and overwhelming for older adults, especially if they haven't been active for a long time.

It is also important for providers to realise that reablement doesn't have to be complicated or resource-intensive. Reablement doesn't require lots of repetitive exercises, equipment or money.

Slide 7 - But if we are trying to

But...
if we are trying to:

- Help people live independently
- Build on what they do today
- Have practical approach and
- Build confidence

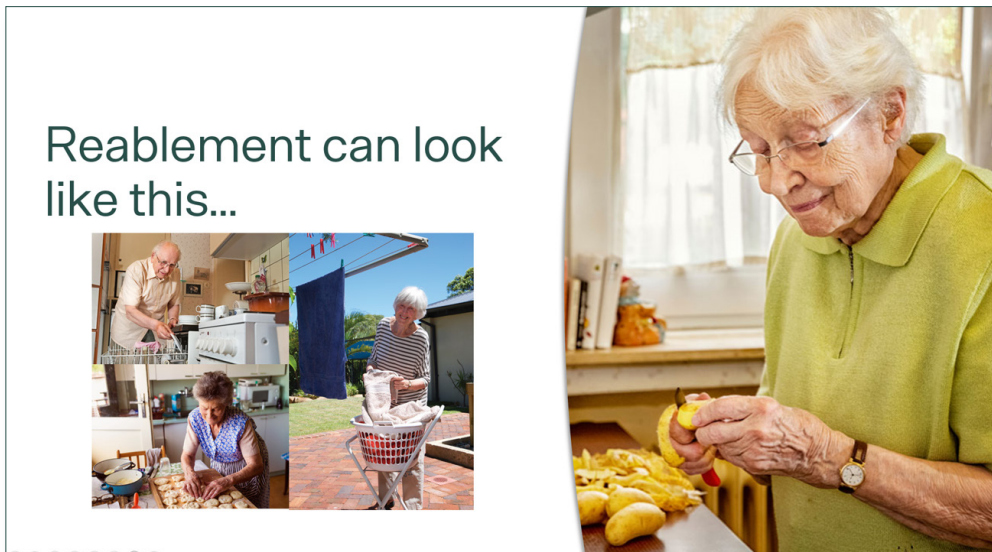
Why not use the activities
we do everyday?



Facilitator notes

Using activities that are familiar and meaningful can help clients engage in reablement and achieve wellness and reablement outcomes. However, to achieve the best outcomes, providers and clients should appreciate why the activities are useful.

Slide 8 - So, reablement *can* look like this



Facilitator notes

Reablement goals often relate to domestic tasks.

Yes, domestic tasks are useful and participating in them can certainly improve a person's function. However, research* shows that clients often feel reablement goals are not targeted towards what is important to them. In particular, older adults often report that their social connection needs are overlooked.

*Mulquiny, L. & Oakman, J. 2022. "Exploring the experience of reablement: A systematic review and qualitative evidence synthesis of older people's and carers' views". *Health and Social Care in the community* (pp.e1471-1483).

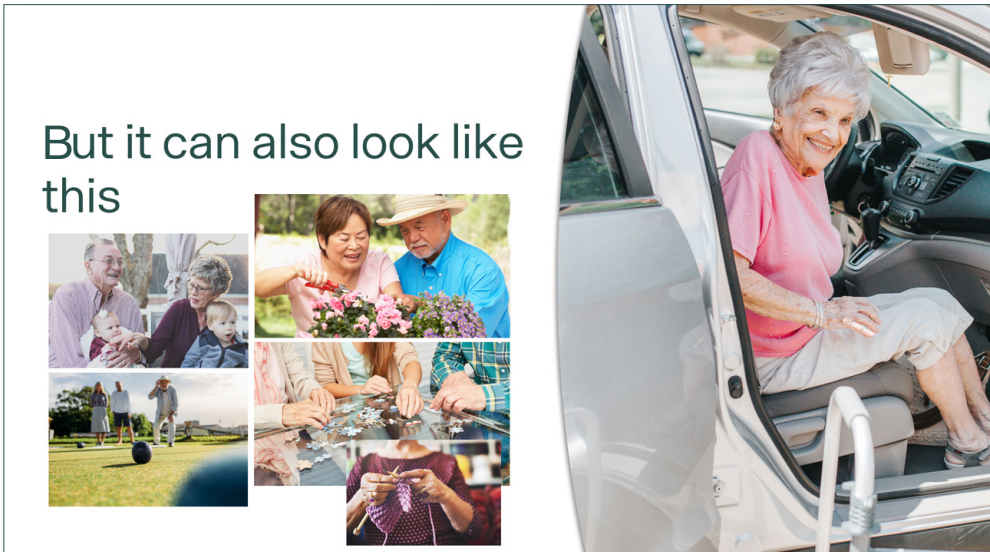
DOI: 10.1111/hsc.13837

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Slide 9 - But it can also look like this



Facilitator notes

When reablement activities are meaningful and interesting, clients will be more motivated to participate.

It is important to realise that almost any activity can be incorporated into reablement interventions. Older adults need a richness in their lives, just as younger people do. Social, leisure and community activities can all support wellness and reablement. The greater the variety of activities that a person participates in, the greater the range of benefits.

Slide 10 – Key factors for healthy ageing

Key factors for healthy ageing

We don't always need special exercises and programs to address each of these. The factors are embedded in many of the things we do every day.

When older adults stop doing everyday things, they lose the benefits associated with them.

	Maintaining physical abilities
	Maintaining cognitive (thinking) abilities
	Promoting emotional wellbeing
	Maintaining social connections with family, friends and communities

Facilitator notes

So, you can see the multiple factors that influence healthy ageing. When considering wellness and reablement interventions, we should consider activities that incorporate all of these elements. You could compare this scenario to eating. When we eat a wide range of foods, we get a bigger range of nutrients which is good for us. When people do a wide variety of activities, they get the benefits of more healthy ageing factors.

It is useful to start thinking about the benefits that daily activities give us.

Slide 11 – Benefits of everyday activities

Benefits of everyday activities – Cooking Dinner			
Physical	Cognitive	Emotional	Social
Endurance (standing for protracted periods)	Decision making (deciding what to cook)	Satisfaction from cooking an enjoyable meal	Connecting with others over a meal
Balance (reaching/bending to access required items)	Planning (when you cook the meal and what you need)	Confidence from successfully completing meal preparation	Sense of contribution (if cooking for others such as family, friends, community etc.)
Agility (moving in a small environment with frequent changes in direction)	Organising (making sure you have everything you need)	Sense of control from being able to make your own choices to support yourself	
Strength (squatting to reach low items, chopping hard vegetables, hand mixing etc.)	Sequencing (ensuring that everything happens in the right order at the right time)	Support personal values (e.g. caring for health, caring for others, cooking for pleasure.)	
Joint mobility (reaching/bending/grasping moves joints of the upper and lower body)	Memory (using memory and knowledge to cook a familiar dish)		
Fine motor skills and coordination (using a knife, peeling vegetables, using tongs, opening packaging etc.)	New learning (using new skills when you try a new recipe or technique)		

Facilitator notes

Cooking a meal is an activity most people are familiar with. Have you ever thought about all the demands of this process?

First click: There are lots of physical benefits associated with cooking a meal. They are shown here in the table. When you think about your own experiences cooking, can you recall doing all of these things?

Second click: If you cook regularly, (even if you only prepare basic meals), you probably don't consider all the thinking skills you use. Look at this list, and you may be surprised at how complicated cooking a meal is.

Third click: Do you get a sense of satisfaction when you cook? Do you like having control over what you eat? Cooking and eating can be an emotional experience too. Do you relate to any of these ideas?

Fourth click: When we share food with friends and family, cooking becomes a social experience too. Would your client like to cook a meal for their family? A favourite treat for a grandchild? Afternoon tea for a friend?

We often take an activity like cooking for granted, but it has all the 'ingredients' to support healthy ageing.

Slide 12 - Now think about all the activities you do every day



Facilitator notes

Ask your participants to think about everything they will do today. You may like to give them 1 or 2 minutes to write them down.

Is there a variety of activities in their day?

- Leisure?
- Work?
- Housework?
- Self-care?
- Caring for pets?
- Doing activities in the community?
- Social engagement with others?

Slide 13 - Every activity you do every day

Every activity you do every day
will have demands and benefits which are:

Physical	Cognitive	Emotional	Social
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“Every opportunity Matters”
Participating in a wide variety of meaningful activities promotes:

Healthy ageing



Facilitator notes

Encourage participants to think about all the benefits that were identified with cooking. That was just one activity! When people have a life full of different activities (even ones we don't like to do), they get many physical, cognitive, emotional and social benefits that support health and wellbeing.

“Every opportunity matters” reminds us of the value of everyday activities.

Slide 14 - Premature help = premature disability

Premature help = Premature disability

When we do everyday activities for people, we potentially rob them of the related health and wellbeing benefits.

When working with clients, think about:

- What they definitely **can't** do (and provide assistance as required)
- What they definitely **can** do (and encourage them to continue doing it)
- What they **might** be able to do with the right support. This is the opportunity for reablement.



Facilitator notes

There is very strong scientific evidence that active older adults have more good days and live longer and more independently in their own homes. This is an important message to share with clients when you encourage them to:

- do the things they are capable of and
- participate in reablement.

Slide 15 - Try it for yourself

Try it for yourself

Imagine you have had a shower and now you are preparing to get dressed.

You are attending a specialist medical appointment and it is important that you are on time.

You are going to wear:

- Shoes/boots with laces or zips
- Socks
- Underwear
- Long pants with button waist
- Pullover shirt/top
- Cardigan or jacket

Think through the process step-by-step

- What skills are required?
- Is it important to dress in a certain way? Why?



Facilitator notes

Provide participants with printed copies of the activity.

Ensure they have a pen or pencil.

The activity instructions are on one side. On the other side is a table that shows some physical, cognitive, emotional and social experiences. Participants should work their way through the table and circle any of the experiences/demands that they think relate to getting dressed. This should take approximately five minutes.

Encourage participants to do the activity in small groups of 2-3 people so they can share ideas.

Slide 16 - Reflection

Reflection

What did this activity make you think about the skills required for getting dressed?

How does this make you think about the skills and abilities required to do all our activities in one day?

This activity shows that even if a client can only do **part** of an activity, they will still benefit.

- Where possible, you can encourage them to do more over time, building their capacity.
- Using the checklist can also help you with observation and reporting skills.

If we take over tasks that a person can do for themselves, we rob them of physical, cognitive, emotional and social skills for living.

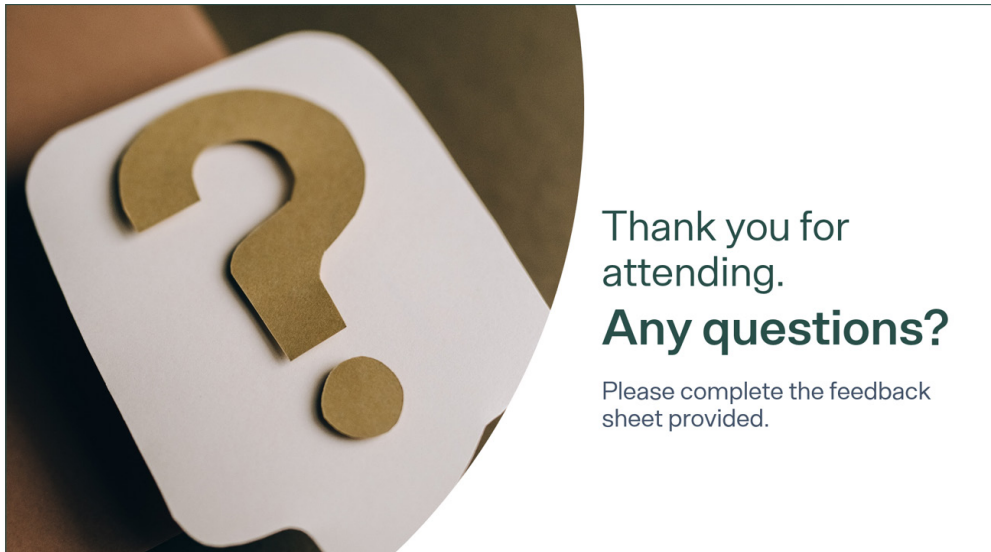


Facilitator notes

If time permits, you can review the answers with the group or distribute a copy of the answers for their consideration at a later date.

You may also like to provide your participants with another copy of the table to help them with observation skills and reporting.

Slide 17 - Any questions?



Facilitator notes

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.

The questionnaires may help you identify individuals who require additional professional development to apply wellness and reablement knowledge.

Please thank the group for their input and participation.