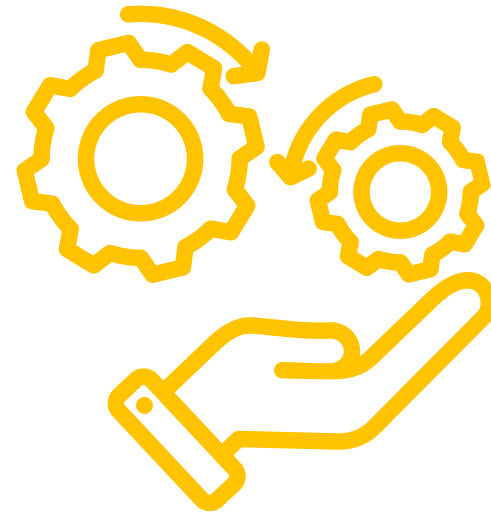


SHARED SUPPORT FACILITATOR GUIDEBOOK

A Guidebook for facilitating the Shared Support Collective - for traditional Facilitators, or alternatives.



Published as part of the National Community Cooperative Pilot Project.
Part of the Shared Support Collective Resource Pack.

Shared Support Collective Resource Pack

This Guidebook is part of the Shared Support Collective Resource Pack.

These resources are designed to support groups of people who share disability supports to have genuine and actualised choice and control of their shared supports - and their Facilitators.

They have been developed by Enliven Community through the Pilot Project (see page 7) and are based on learnings and insights from this project.

This Guidebook accompanies the Member's Guidebook, and can be supported with the Tools & Resource Kit.

Shared Support Collective Resource Pack

Other resources in this Pack are:

- Shared Support Collective Member's Guide
- Collective Dignity Guidebook
- Resources Toolkit

You can also see the resource summary in a video, describing each.

About this Guidebook

This Guidebook is to support Facilitators of the Shared Support Collective.

It focusses on what a Shared Support Collective is, the Shared Support Facilitator's role, ideas of activities and discussions to support collective decision-making, and tips and tricks from fellow Facilitators.

Facilitators will learn what the Collective is, what the Facilitator's role in the Collective is, what's important when facilitating this group, suggested meeting activities and discussions to support the Collective's collective decision-making, and barriers and enablers to change, impact and outcomes.

How to use this Guidebook:

- This Guidebook is not designed to be used prescriptively. Every individual and Collective is different, and delivery should be adjusted accordingly.
- Meeting agendas in the back of the book are to provide options and suggestions – they are not prescribed.
- This icon symbolizes feedback & insights gained from a group engaged in the project (participants, providers, consultation groups etc). These are titled 'What we heard'.



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Introduction to Shared Support Collectives

A Shared Support Collective is a group of people who share supports (the members) who come together (as a Collective) to make decisions about how their supports, including adapting the program to suit their collective needs and preferences.

Intended outcomes for Collective members

Every Shared Support Collective will have different backgrounds and different things will be important to them. The Meetings should be adapted (see page 14) to suit this.

However overall, the intended outcomes for Collective members are:

- Adapt supports to suit needs and preferences.
- Build confidence to make decisions.
- Smaller decisions like sharing a worker to take to the movies, or bigger decisions like choosing a new onsite support provider.
- Feel heard, have a say.
- Learn about rights, options, and what to do if something doesn't seem right.
- Bring people together who share supports who may otherwise not know one another (such as in 10+1 buildings).
- Increased confidence to exercise choice and control on how want to be supported in home.
- Co-designing documents for support providers to know what the Collective want.

Guiding principles of Shared Support Collectives

Collaboration:

By collaboratively working together, the Collective, Facilitator and any shared providers achieve their common goal of quality support provision to the Collective for their best possible outcomes.

Empowerment:

The focus at every step of the program is on member empowerment. This includes offering the members to create their agenda, decision-making framework, and meeting outputs. The Facilitator only takes on responsibilities if the Collective requests it.

Inclusion:

Meaningful participation of all Collective members is addressed through facilitation skills, communication tools, and program adaptation to meet each person's participation style.

Why the Shared Support Collective is Important

Where supports are shared, there is a need for the group of individuals to come together to have collective choice and control of these shared supports.

The more specific problems this program seeks to solve are -

- Service providers often dictate service offerings and arrangements for people in NDIS-funded housing, taking power from the residents.
- Housing providers sometimes perceive residents as customers of the support provider, not as their tenant.
- While individual supported decision-making is available, there is a need for supporting groups of people to reach a decision.
- Some individuals require additional skills and knowledge to enable meaningful participation in choice and control in their lives. Eg learning about rights and options.

NDIS Participants are frequently reporting that there is not enough choice in their homes, including who provides their support and how their support looks.

The NDIS Review Panel (2023) understood the importance of this type of program and support in the NDIS ecosystem.

It calls for participant-led governance and improved mechanisms for quality and safeguarding. **NDIS Review Recommendation 8.4 recommends commissioning Shared Support Facilitators** to

- ‘embed participant-led household governance in shared arrangements’
- ‘work out how joint supports will be shared and what they should expect from their provider’
- ‘...ensure the agreed program standard are being met... enhance participant say and choice in the operation of support in their home and improve outcomes.’
- ‘ensur[e] appropriate living arrangements.

As of November 2024 it is not yet clear whether this recommendation will be actioned.

Born from the National Community Cooperative Pilot Project

This resource was created by Enliven Community as part of the National Community Cooperative Pilot Project. This is sometimes called the ‘Pilot Project’.

This project was generously funded through a philanthropic grant, and by Enliven Housing.



The Pilot Project worked with eight Shared Support Collectives across Australia, with a team of Shared Support Facilitators.



It operated in different home and living environments (10+1 apartment complexes; villas; living under one roof)



The Pilot Project was independently evaluated by a team at La Trobe University to gain honest feedback from participants and how they feel the service could be improved.



The Pilot Project was shaped and governed by the following groups: (see final page for organisations)

1. The Steering Committee
2. The Lived Experience Advisory Group*
3. The Sector Advisory Group*

**With Members both from within and outside of the Pilot Project*

Note - The Shared Support Collective is called a ‘Community Cooperative’ under Enliven.

Enablers of Outcomes

Enablers of service provision adoptions

Have a collaborative approach

Facilitators and the service provider have the same common goal: to get the best possible outcomes for the Members.

Telling providers what to do, or attacking the way in which they work, is out of the scope of your role and is likely to create conflict. This is unfair to the Shared Support Collective, as it will very likely create a barrier to their feedback being heard and actioned.

Instead, work collaboratively with providers. Approach discussions from a place of curiosity on where things can get from where they are, to where the Collective would like to be.

Share feedback with providers as soon as possible

If escalating feedback on behalf of the Collective, get this to the provider as soon as possible. Collective members may assume the provider already knows after meetings, causing members to be frustrated at the lack of change/response.

Keep this in mind when designing any consent/approval of feedback processes with the Collective.

Involve providers in meetings where appropriate

Support providers love the opportunity to have a meeting with the Shared Support Collective. This offers a chance for everybody to share their perspectives, listen to one another, and together come up with a way forward. Here, the Facilitator's role is to keep the discussion on track, support the Members to speak up and be heard and ensure both parties treat one another with respect.

Enablers of Outcomes

Enablers of Member attendance and participation

Every individual will have their own motivations for participating, and want to participate in their own way. They may chose not to participate at all.

Past Members have shared that the following items help them to feel confident and motivated about attending meetings:

- Provide them information before and after meetings such as agendas and minutes.
 - Support them to know what to expect in meetings, and how best to prepare.
- Know that one size will not fit all. Adjust the meeting to how they would like to participate.
- Consider if some people may like to join online, or the whole meeting should be online.
- Make sure people know whether or not they can bring someone along to support them in the meeting, and anything they should keep in mind (it is recommended that Members are welcomed to have someone join such as friend to support them if they wish, but that the supporter understands their role in the meeting, and the importance of confidentiality).
- Ask them for feedback on you as a Facilitator and what meetings have been focusing on, as well as the meeting itself (location, time etc).

All About Facilitation

Facilitator options

If a Facilitator is not engaged, individuals can choose other avenues to assist with decision-making and navigating the collective through the meetings. This could include*:

- self-advocacy
- family member or friend.
- support worker
- manager/supervisor within the shared support organisation.

*However these options may lack the impartiality of an independent Facilitator.

Roles and responsibilities of a Shared Support Facilitator

The role of a Facilitator is to help group members connect, listen to one another, reach mutual understanding, and combine their collective wisdom to make informed and wise decisions. Facilitators guide the group in achieving their shared goals and purpose relating to the Collective. The Facilitator ensures that each group member has a voice, that the group strives for unity, and that the discussions stay on track.

The NDIS Review Recommendation defines the Shared Facilitator Role as *“a specialist role who [can] work with participants who share housing and living supports. The job of the facilitator is to make sure everyone who is sharing support has a say about how their support is organised and delivered. Most importantly they should be independent of the support provider and property manager, so people can have a real say about their living arrangements”* and *“whose job will be to help everyone to have a say in how the house and support is organised.”*

All About Facilitation

Purpose and Process

The Facilitator's role is twofold, focusing on both the purpose and the process:

Purpose: The purpose is the central topic or decision that the group has agreed to address. It's crucial that this purpose is clear to every member and that the group collectively takes ownership of it. The Facilitator's task is to keep the group focused on this purpose, ensuring that everyone understands and commits to the common goal.

Process: The process refers to how the group works together to achieve the purpose. The Facilitator's job here is to manage the flow of discussion, making sure it progresses smoothly and that all members are engaged and participating. This includes creating a space where everyone feels comfortable sharing their ideas and ensuring that the conversation remains productive and inclusive.

Three Key Responsibilities

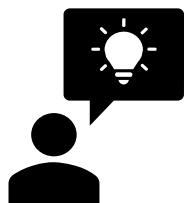
Information sharing	Empowering Collective decisions	Building skills
• Provide information and resources. • Support the group to understand how they can use and benefit from the Collective. • Support the group in sharing knowledge and ideas. • Provide feedback to the Collective's SDA Housing and Shared Support Provider, with their consent and if they are not comfortable doing it as a group directly. The Facilitator will only provide feedback that reflects two or more Collective members. • Conversations had by the group remain confidential. The Facilitator will only share information that has been consented to being shared by the Collective.	• Help the Collective decide its purpose and goals. • Support the Collective to decide how they will make decisions together. • Provide information and options for decision-making. • Document and share decisions made by the Collective.	• Present different tools and aids to help participation in meetings. • Encourage members to share their feedback and experiences. • Support the group to come up with solutions and ideas. • Build the Collective's confidence and skills to communicate feedback to shared providers. • Support the group to discuss what is important to them, and to self-advocate for this. • Support the group to explore how they can share other supports.

All About Facilitation

The **role of the Facilitator is not** to:

- Act on behalf of the Collective without their consent.
- Raise members' individual concerns or feedback to the provider. If asked, they can raise concerns experienced by 2 or more members.
- Arrange their supports or any other tasks of a Support Coordinator.
- Arrange opportunities for social and community connection like meetups and group chats.

What we heard: What members' name as important Facilitator attributes



The Lived Experience Advisory group listed the following skills/approaches as being important for a Facilitator:

- Make it clear you understand and care about the situation and see that it needs something done
- Need to reflect the community itself, reflect the tone, and meet the group where they are.
- Passion behind you to push forward
- Motivated, helpful, easy to talk to, social, organised
- Easy to communicate in both directions with
- Experience matters – have knowledge about the field and what is involved
- Care, passionate, and 'get it'

"It makes you feel comfortable knowing you can talk to them and they will know about it and what you can do"

Member, about
Facilitators

Accessibility: Ensuring everyone has equal opportunity to participate

People within the Collective may vary widely in their confidence and styles of communication. Beginning with one on one sessions will help Facilitators learn about each person. Understanding each person's communication styles (both receptive and expressive), will help each person to engage equally. It will also help you to prepare any resources required ahead of time.

To ensure that all members of the Collective have equal say on all decisions made, the Facilitator also increases equity in this way, by facilitating discussions that ensure all voices are heard and held in equal weight.

At times people within the Collective may want or need their decision supporters involved in meetings to help their engagement and decision making. This needs to be considered in the dynamics of the group and discussing clear roles and responsibilities with everyone to maintain a safe environment.

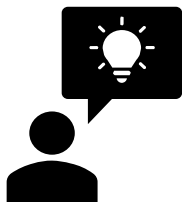
All About Facilitation

Being independent and unbiased

A Shared Support Facilitator should be a neutral/unbiased person who helps Collectives to make informed choices and self-advocate for their needs within their shared support programs.

Independent means the Facilitator does not work for the support provider or housing provider. There is no conflict of interest, meaning they are able to give unbiased support.

The benefits of an independent Facilitator include providing unbiased guidance, empowering individuals to make informed decisions, and ensuring their voices are heard in the planning and implementation of their shared support. They are also someone Collectives can have escalate feedback on their behalf to protect the Collective members' anonymity from providers – avoiding fear of repercussion.



What we heard: A Reminder from the Lived Experience

Advisory Group

"The Facilitator's independence is irrelevant if nothing happens. The most important thing is action taking place, and everything being transparent. Action from meetings is important."

"What is important is that the action is held accountable and can move forward."

"Being able to give feedback anonymously to the provider, via Facilitator is really good, [we] won't be pointed out as being a troublemaker or anything like that, people would feel freer to make comments if the Facilitator is independent."

Member, about Facilitators

Adapting to the Collective

Overall, the Collective should decide what they focus on in each meeting, so long as it's in scope of the group.

Shared Support Collective scope

As long as it's relevant to their group purpose, the support they share as a group, and more than one Collective member is impacted, they can choose what is discussed. Motivations, familiarity and goals vary vastly between Collectives.

- Some will always use the Facilitator for amplifying their voice.
- Some are building skills and capacity toward self-advocacy.
- Facilitator role in journey stages varies to empower this.
- Scalable program design and outcomes are required.

Learning speeds vastly vary between (and within) Collectives.

Indicating factors include: time in supported housing, age, communication style, cognition, and engagement of onsite support and networks.

- Currently adapting meeting plans to meet group where they are.
- Highly person-centered, but limited scalability, and varies measurable output.
- Likely pre-defined 'streams' of program best scalable solution.

Learning needs and motivations, to adapt

During your first 1:1 meeting, you will learn about what is important to each Collective member and how to best support them. We have provided a list of meeting plans that have been used. It is important to be able to pivot and adapt your meetings to meet the needs and focus of the group.



Expert Tip:

There may be times where you are working on a particular topic, and something is raised which requires the focus to shift. Being able to adapt your focus and support will be crucial during these times.

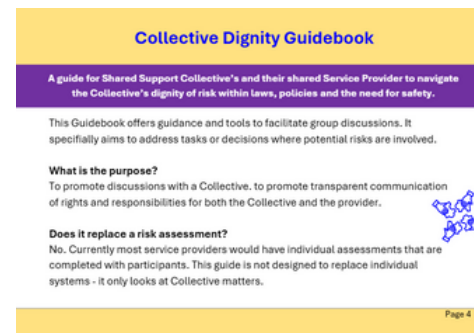
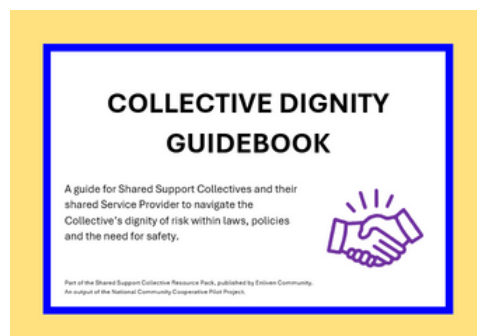
Before each meeting, consider: Knowing these individuals and what is important to them, what should I anticipate? How can I best prepare for that, without 'steering' them?

Adapting to the Living Arrangements

Dynamics between Collective members	Those who live in shared living homes have more familiarity with one another before the Collective is formed. Depending the dynamic, this can create enthusiasm or apprehension for members, for the Facilitator to work with members on. Meanwhile in apartment buildings, the opportunity to gain familiarity with others in their building is often a driving factor for participation.
Sense of ownership of the home	Due to the nature of the living environment, apartment Collective members have a higher sense of ownership of their home in which they receive supports than those in shared living. This has been reflected in members' confidence in sharing provider feedback.
Meeting operations differences	Ensuring that members living in group living environments have a private space for their meetings takes more consideration and resourcing than those who are happy to invite the Facilitator to their own apartment.
Topics raised	The general trend in themes raised in meetings has also been different between living environments. • Apartment-style Collective members often express being unsure of available support options. • Shared living Collective members are often early in their journey to identifying with having consumer power.
Collectives in shared homes may require more time:	To ensure meaningful participation for all, Facilitators will need to adapt meeting plans relevant to communication styles, meaning meeting plans are rarely repeatable.
Support Provider Engagement:	Providers in shared homes having buy-in of the service is crucial for the Facilitator's access to the cohort, who often do not have personal communication means (mobile, email) for the Facilitator to use.
Not wanting to come together as a group	In some shared homes, after 2 initial meetings one-on-one with the Facilitator, individuals expressed not wanting to come together as a group with the people they share a home with.
Enthusiasm for socialising as a challenge (10+1)	In the 10+1 model, members sometimes have little to no familiarity to one another. Many have also moved in the model recently from various shared living arrangements, causing isolation. Many in this cohort are attracted to participating in meetings for the socialising element.

Dignity of Risk, Duty of Care

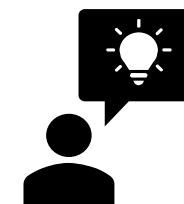
The “conflict” of “needs” of the Collective’s Dignity of Risk, and the provider’s Duty of Care is a common theme of Shared Support Collectives.



The Collective Dignity Guidebook is another item in the Shared Support Collective Resource Pack, designed to support this. It offers guidance and tools to facilitate specific group discussions to addressing tasks or decisions made by the Shared Support Collective or shared support provider where potential or perceived risks are involved.

The Collective Dignity Guidebook promotes transparent communication of rights and responsibilities for both the Collective and the provider. Currently, most service providers would have individual assessments that are completed with participants. This guide is not designed to replace individual systems - it only looks at Collective matters.

After working through the Guidebook, the Collective and their provider will have discussed and agreed on how they will work together to uphold everyone’s safety whilst maintaining the rights and dignity of the Collective within their homes. Together, they are invited to develop a Charter - an agreement - of the culture of the home/environment, while addressing the parameters of organisational policies and procedures.



What we heard: Language

‘Dignity of Risk’ is a commonly recognised phrase, and something providers often seek information on. We used it here, for this reason.

However, the Lived Experience Advisory Group rightfully reminded us that “people are not a risk, people’s lives are not a risk” and that starting with this lense can impact having an open mind. They encourage emphasising the ‘dignity’ approach.

Facilitation tips and tricks

Before:	• Use clear timeframes. • Talk about the meeting with the Collective to help them prepare. • Consider how other decision-supporters can be involved and help them prepare. • Prepare any visual tools or resources that might support the Collective's communication. • Ask the Collective what we want to talk about. • Share an agenda in an accessible communication style.
During:	• Minimise any noise or distractions around the meeting. • Use break out groups as a way to help everyone have a chance to be involved. • Encourage each of the members to have say. • Have someone take minutes. • Ensure one person communicates at a time. • Give them time to process information before encouraging them to respond. • Ensure everyone feels involved in decision making. • Try visual brainstorming and agendas to support the group and to keep track of the discussions. • Talk about real life examples and your knowledge of the members to help explain ideas and options. • Use a decision record to reflect on the decisions made together. • Support the group to understand each other's communication and preferences.
After:	• Offer time after meetings for anyone who wants to talk. • Provide minutes in a suitable communication style. • Keep records of actions and decisions made. • Update the group on any actions or changes made. • Support the group to act on their decisions. • If people don't attend the meeting, look at how they can contribute and still have their voice heard.



Facilitation / Advocacy

The intention of the Shared Support Collective program is to amplify the voice of the Collective and empower the Collective to self-advocate collectively and as individuals. Every Collective is made up of people with varying motivation for taking on responsibilities.

There are times when Facilitators may be tempted, or requested, to take on a more active role in the Collective's operations. It is important that members of the Collective, and their Facilitator, understand the difference and are in agreement that this is taking place and clear permission is given for the Facilitator to act on the Collective's behalf.

Where possible, staying in the role of Facilitator is the most empowering operational system for the Collective. However, building the confidence, skills and capacity of the Collective members to take on roles and responsibilities may take time.

Why it's important not to go out of scope:

- Disempowering the group – they rely on the Facilitator and don't progress in building the necessary skills to self-advocate.
- Creating confusion – having clear roles and responsibilities helps people to know what to expect from you.
- Digressing from purpose – if the group aren't working towards a goal, what is it they are working towards?
- Facilitators may not be subject matter experts in other fields eg. Advocacy.
- Maintaining relationships with providers is crucial. Stepping outside of your role may jeopardize the collaborative nature of the relationship between Facilitator and provider.

Where to, if it is out of the Facilitator's scope?

The scope of facilitation is working with the Collective members to make collective decisions to direct the supports they share. We are not there as advocates or trainers or Coordinators of Supports etc. **So when the scope of facilitation has been reached, it is important that you communicate this with your members.**

Seeking support from advocacy organizations or professional disability advocates can be required. These advocates specialize in ensuring that individuals with disabilities have access to necessary programs, uphold their legal rights, and receive equitable treatment. They can assist in addressing more complex barriers that go beyond the role of a Facilitator.

Facilitation / Advocacy

	Facilitator	Advocate	Addressing the gap/cross-over
Overarching focus	Focuses on amplifying the voice of the Collective. Unbiased, does not have a voice on matters, only raising the Collective's voice.	Focuses on getting improved outcomes for the Collective, even when the Collective has not raised something or requested it.	Educate the Collective on the difference of the roles, ensure the scope and role of the Facilitator is clear to the group early and how this difference will look in the delivery of the program. Be clear what you are there to support them with. If & where required, educate participants on how to get in touch with an advocate.
Running meetings	Facilitates meeting, Collective dictates agenda and meeting operations		• Empower Collective with choice over meeting structures, meeting operations. • Provide opportunities for individuals to run parts of the meeting where appropriate and possible. • Invite members to take on roles such as minutes, timekeeping and keeping to the agenda.
Escalating feedback to provider	Collective is involved in the escalation of feedback to provider.	Speaks on behalf of the Collective to the provider regarding feedback from Cooperative	• Invite Collective to do so on their own • Invite Collective to designate a representative to be in any meetings with provider • Always seek approval and consent of information shared with provider • Always BCC or forward information sent to provider to the Collective members or make available in other formats such as printed and mailed to them.
Following up on unsolved issues	Only holds program provider change accountable to Collective's feedback and requests, when the Collective seeks	Pushes program providers to change accountable to the Collective's feedback and requests, unsolicited by the Collective.	This level of advocating on the Collective's behalf is not appropriate for this program model and should be avoided. Instead, empower Collective to escalate matters such as through • Write a letter of complaint as a Collective • Escalate feedback and complaints through other means (e.g. NDIS Quality & Safeguard Commission)

Facilitation / Advocacy

	<i>this and is involved in the process.</i>		• Or asking how else you can support them to escalate this <i>Empower them with information on where they can escalate matters both inside and outside of their support provider's organisation, who can support them to do so, and ensure they have resources to do so.</i> <i>Ask the Collective if they would like to invite the support provider to the next meeting to have a facilitated discussion.</i>
Having feedback addressed	<i>Asks the Collective what they would like the provider to change in their program.</i>	<i>May come up with ideas of ways the provider will change.</i>	• Always ask the Collective what change/action they want to see. • Where required, ask the Collective if they would like to hear your ideas for / actions. • Do not make suggestions of provider actions that has not first been agreed to by the Collective • If you do give the provider ideas of actions they could take, be clear that you are not <u>sure</u> this is what the Collective want, and that the provider needs to confirm this with the Collective before acting.
Noticing something the Collective has not raised	<i>Does not escalate issues to the provider unless it has been identified by the Collective.</i>	<i>May raise issues with the provider that has not been raised by the Collective.</i>	<i>It is important to keep 'amplifying the voice of the Collective'.</i> <i>If you see something that you think could be done better, remember that you may be assuming this is not what the participants want, and this may be incorrect.</i> <i>As a rule, only raise the concept generally with the Collective as an open-ended question, if it needs raising at all. EG "how do you feel about your bedtime routines?"</i> <i>However, this does not overrule the importance of appropriate legislation and policy eg where mandatory reporting is applicable. Organisation policies should be followed in this instance.</i>

Meeting Plans

The following pages are of suggested Shared Support Collective Meeting plans.

Each member is different and will have different motivations, knowledge and understanding of topics. Each person will also have different confidence to share in the group. These meetings are designed to help facilitate opening up discussions, learning, and sharing.

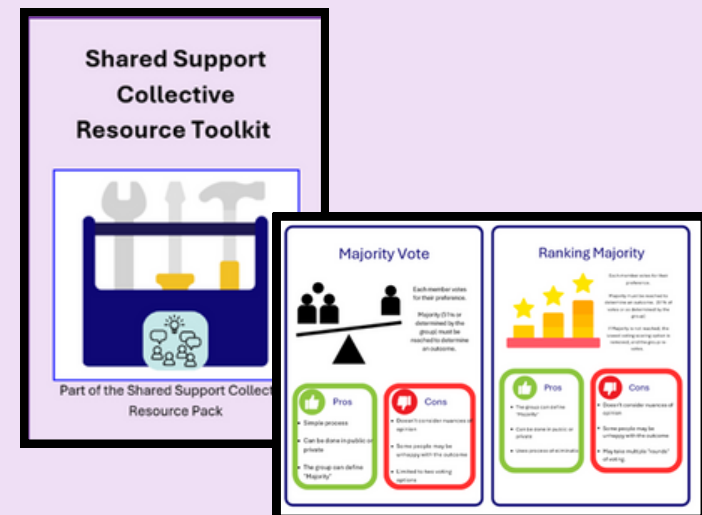
Should we do these in order?

If there is a Facilitator, the one to one meetings are recommended as the starting point, so you and the Facilitator can get to know one another. Otherwise, you can choose the order you take meetings in. If you have a Facilitator, you should talk to them about what you would like to focus on.

You may also like to skip some, or do something different. Your choices should be based on what is important to you and your Collective.

Toolkit for supporting activities:

These meetings have accompanying Tools & Resources, created to assist the activities. These can be found in the “Shared Support Collective Resource Toolkit”.



One-to-One Meeting: Getting to know the individual

Intended Outcome	Relationship building between the Shared Support Collective (SSC) Member and the Facilitator.
Preparation	This meeting is to get to know each member of the SSC, their needs and how you can support their participation. Organise an appointment with the member and any of their decision supporters they would like to be included. It's best to meet the member in a setting they feel most comfortable like their home or a café.
Meeting Plan	<u>Introductions:</u> Introduce yourself and your role. Discuss the purpose of this meeting is to get to know each other and understand how you would like to participate in the SSC. Tell the member a little bit about yourself and provide your Facilitator profile. <u>Getting to know the Member:</u> Ask questions to get to know the members and understand how they can be supported to participate in the SSC, such as: • What does a day in your life look like? • What is your experience in groups and/or committees? • Do you have any concerns about participating in groups? • What are/were your hopes and dreams for the move in? • Do you have any support and communication needs? • Who are the important people in your life? And how would you like them to be involved/support you to participate in the SSC. (Set expectations of attendees/ decision supporters in meetings).
Resources	Toolkit: Facilitator Profile



Expert Tip:

Ensure to confirm the appointment via the persons preferred communication method (e.g. email, phone call). It's good practice to send a reminder the day before.

Be prepared with something to take notes in the session as the discussions will be important to document.

One-to-One Meeting: Understanding the SSC

Intended Outcome	Building member understanding and membership
Meeting Plan	<u>The Facilitator Role</u> • Discuss your role. • Discuss the difference between Facilitator and an Advocate or other support roles. • Discuss your responsibility to make sure everyone can participate and have a say in meetings. <u>What to expect</u> • Discuss when/where/how often meetings will be held. • Discuss meeting purpose and overall purpose/objectives. • Discuss group dynamics and ensuring everyone has a say. <u>Questions to ask to begin thinking about/preparing for the SSC Meetings:</u> • Do you have any general questions about the SSC? • Do you have any ideas on what the SSC might like to focus on (ensuring not to make promises) • Do you anticipate any potential challenges or barriers when the group comes together? • What would you like to achieve/get out of the SSC meetings? • What are some ideas or strategies we could follow to support successful SSC meetings?
Resources	<i>None required</i>

Group Meeting: Collective purpose and goals

Intended Outcome	Developing a common understanding of how the group will work together and their purpose.
Meeting Plan	<u>Brainstorm Activity – Rules of Engagement</u> - Discuss and document the following questions with the group: • How will we work together? • What are some rules we can follow? • How can we ensure everyone gets the opportunity to speak up? • How will we communicate? <u>Brainstorm Activity - Roles and Responsibilities</u>- Discuss and document the following questions with the group: • What do you expect from the Facilitator (confirm or clarify any questions about role scope). • Are there any other roles or responsibilities members would like to assist with? E.g. timekeeper, minute taker • How would the group pass on any systemic feedback or ideas to your shared support providers? <u>Brainstorm Activity – Purpose and Aims</u> - Discuss and document the following questions with the group: • What are you hoping to achieve together? What's the purpose of coming together? • Are there any areas/ideas you'd like to focus on? (ensuring to clarify if any ideas are out of scope) <u>Not Good, Good, Best Activity Instructions</u> • Prepare a set of option cards to represent potential goals, aims and purpose. • Each member to have a template and option cards, and place the cards into the section to communicate their personal preferences: ◦ Red/ Thumbs down: dislike, not good ◦ Green/ Thumbs up: like, good ◦ Yellow Star: Favourite, great! • After the members have completed, invite members to share their preferences to compare and identify common themes.
Resources	Toolkit: (1) Together we can template; (2) Good, not good, best template



Expert Tip:
If the group aren't prepared with ideas to share, it may be better to provide examples as a starting point. You could use the "not good, good, best" template with photo examples.

Group Meeting: Consumer identity

Intended Outcome	Building consumer identity
Meeting Plan	<u>Activity: Brainstorm – Building your Identity and a Consumer</u> Discuss and record the following questions with the group: • What does it mean to be a consumer? • What's does great consumer experience look like? • What does poor consumer experience look like? • Do you think you have rights as a consumer? • What are your rights as a consumer? <u>Activity: Brainstorm – Consider, how does this relate to your shared supports?</u> • Are you a consumer? • What do you expect from the program/what does a good consumer experience look like?
Resources	<i>None required</i>



Expert Tip:

- Consider breaking the group into smaller groups to discuss and answer the questions, then share their thoughts with the group
- Summarise any Identify any key themes or ideas to confirm learnings.

Group Meeting: Understanding collective power

Intended Outcome	Collective learns that their consumer power is stronger together.
Meeting Plan	<u>Role Play Activity – Collective Power</u> All members are given fake money, and provided an example of an item they pay for, eg. A sandwich • Ask one member to pretend to “pay” for the example you have given. • Ask the member how they would feel if the example didn’t meet their expectations or they didn’t get what they paid for. <i>E.g. “how would you feel if the sandwich was off”.</i> • Ask the group what they would do in this situation. Example responses: say something to the café, make a complaint. • Ask the group if what they think might happen when they do this? <i>e.g. they might get a replacement sandwich, maybe they might be ignored? The café might not think it’s worth replacing for one customer?</i> • Now, get all the members to pretend to buy something, <i>e.g. a sandwich, and collect their money in a bucket or a hat.</i> • Show the group how much money has been collected. • Ask the group – what might happen if everyone spoke up that they weren’t happy with what they received? (<i>e.g. sandwich?</i>). • How likely is the shop/business likely to do something about the issue? Looking for answers like, they might be more concerned because they have a lot of unhappy customers, it’s a lot of money they could lose. <u>Brainstorm Activity – relating to the SSC:</u> Discuss and document the following questions with the group: • How might this relate to the supports we share? • Why is it important to speak up if you have feedback or concerns? • Do you feel think you have more power to give feedback as a collective?
Resources	Toolkit: Money buckets activity

Group Meeting: Individual v systemic feedback

Intended Outcome	Developing knowledge and skills to give productive feedback.
Meeting Plan	<u>Discussion – What is feedback?</u> - Discuss with the group and document: • What is feedback? • When might you give feedback? • Why might you give feedback? <u>Information sharing</u> If not already discussed above, confirm the groups understanding about feedback. If this is a new concept, you should consider starting with this followed by the discussion. <u>Activity – Practice giving Feedback</u> • Ask the members to have a go at giving feedback about an example topic. This could be related to their shared supports – e.g. feedback on staff skills and training. • Discuss: How could you communicate this feedback to your support provider? Do you know the feedback/complaints process? If not, how can we find out? <u>Discussion – Systemic Feedback</u> - Share context/information with the group • Systemic feedback is when multiple people have the same or similar feedback. • Systemic feedback helps identify themes or patterns, that could be due to processes or other barriers caused by the system. • Systemic feedback helps to address these root causes with the provider, which benefits everyone!

Group Meeting: Individual v Systemic Feedback (continued)

Meeting Plan	<u>Ask the group:</u> • How might systemic feedback be helpful for your shared support provider? (link to previous meetings learnings about consumer power) • How will we identify systemic feedback? E.g. sharing in meetings, you won't know if other people have had similar experiences unless you share. • How can the group raise systemic feedback with their support provider? Discuss options such as providing written feedback, meeting with the provider, using regular complaints mechanisms. Confirm how the group would like to pass on systemic feedback moving forward. <u>Activity – Identifying systemic feedback</u> • Using the same topic as the first activity. • Recap the feedback that was captured. Ask the group if anyone shared similar feedback or experiences. • If yes – mark the original sticky note and add any additional notes. • Confirm if the Collective would like to raise this with their shared support provider(s). • To summarise – recap the systemic feedback gathered and confirm if/how the group would like to pass it onto their provider.
Resources	Toolkit: Feedback Social Story

Group Meeting: Consumer responsibilities

Intended Outcome	Participant responsibility as a consumer. Enabling expression of wants to provider.
Meeting Plan	<u>Brainstorm Activity – What is a good life</u> Discuss and document the following questions with the group: • What makes a good life? – reassure the group it's okay to share, there are no wrong answers! • What does this look like to you? What's important? Example responses might be independence, spending time with loved ones, doing activities you enjoy. Ask the group to consider the supports they share: • How can your shared support provider support you to achieve this? • Do they know how they can support you with this/what's important to you? <u>Discussion Activity – Applying this to your shared support provider</u> • How can your shared support provider support you to achieve this? • Do they know how they can support you with this/what's important to you? • How does your support provider know this? E.g. getting to know your routines, intake interview etc. • How else could you make sure your provider knows what's important to you? • Is there anything that you might need to communicate with the support provider better moving forward? How could you do this?
Resources	<i>None required</i>



Expert Tip:

As an alternative to the 'Good Life' activity, you could provide the group photo set of different images that represent a good life. To start the activity get the group to observe the images and pick one/a few that resonate with them. Ask the group if anyone would like to share what their picture represents or what stood out to them.

Resource required: Facilitation photo set

Group Meeting: Reviewing shared supports

Intended Outcome	Tangible understanding of what is & isn't important in shared supports to them.
Meeting Plan	<u>Brainstorm Activity – What's working and Not working</u> Ask the group the following, and document responses on sticky notes, noting on it when multiple agree: • What is going well with their shared support program? • What do they like? • What's working well? Discuss and group common themes/ideas e.g. staff, communication, safety. Now repeat this activity with the following questions: • What needs areas of improvement? • What could be better? <u>Activity – Satisfaction scales</u> • Using the themes identified in the previous activity, get the members to rate their opinion on how well the shared support provider is doing. <i>E.g. staff and recruitment.</i> • Place the sliding scale tool (see Resource Toolkit) somewhere the group can clearly see (eg wall). • Ask each member to each mark on the line to represent how satisfied they are with their shared support provider. (from unhappy/dissatisfied to happy/satisfied). Reassure members to be honest and respond based on their feeling and experiences, not to worry about where others have placed their mark. • Once everyone has placed their mark on the scale, allow the group time to look at the results. • Discuss what the scale shows – is there a mutual feeling, or is there a spread of different experiences? <u>Final Reflections</u> - Ask the group and document: • Any learnings or takeaways anyone would like to share? • What would the group need in order to move into the happy end of the scale?
Resources	<i>None required</i>

Group Meeting: Identifying solutions for service improvements

Intended Outcome	Communicating unmet needs and working on potential solutions.
Meeting Plan	<u>Activity Brainstorm/Recap – Areas for Improvement</u> • If the SSC previously completed the what’s working/not working activity, recap what was documented for the “what’s not working” , and any themes. • Ask the group if they have anything to add to this/further feedback TIP: be mindful this may start a larger conversation, be clear about keeping it “high level” ideas, as we will delve deeper into the concerns further in the session. <u>Discussion – What to do with this?</u> Discuss with the group that it’s important the group raising this feedback to their provider. Some questions to ask the group could be: • How could the group raise this with the provider? • Would like they to provide written feedback, an action plan? • Would like they like to meet with someone from the provider to discuss their concerns together? • Discuss and document the steps/process the group would like to take. • Does the Collective have ideas or suggestions to fix these problems? How could these be documented/discussed with the provider? • Discuss KPI’s – what they are and their purpose with the group. Suggest that developing KPI’s would help the SSC to understand what the group needs and how this could be supported. • Developing KPI’s focus’ on what success looks like, which can be helpful in setting clear objectives and proposing positive solutions, instead of getting too stuck in the weeds about what’s not working right now.

Group Meeting: Identifying solutions for service improvements (continued)

Meeting Plan	<u>Activity – Developing an KPIs/ an Action Plan</u> • The group may choose to develop an action plan to summarise their feedback and capture ideas/suggestions for improvements. • You can use the action plan template as a starting point, but the SSC might want to make changes to the prompts or layout to suit their preferences. • Work through the template with the Collective
Resources	Toolkit: Action Plan Template



Expert Tips:

1 - Discuss with the group how they want to manage their time to create the action plan. Consider how much feedback is to be included (from the first brainstorm). The group may prefer to break up this task over a few meetings. Discuss and make a plan with the group about how they want to tackle this task.

2 - When discussing/documenting proposed solutions and ideas, make sure to set clear expectations with the group that what they request may not be fulfilled, but this provides a starting point for them to share ideas and start the conversation. The support provider can then discuss any potential barriers and other options with the group.

Group Meeting: Preparing to Make a Collective Decision

Intended Outcome	Developing a group decision-making process.
Meeting Plan	<u>Discussion – What is collective decision making?</u> Ask the group – what does collective decision-making mean to them? What could this look like? <u>Share background information with the group:</u> • Collective decision-making is when we make decisions together. • Collective decision making makes sure we are all included in the decisions that affect you and the supports you share. • You can make collective decisions together by: <i>Exploring our options. Talking about our experiences. Asking questions. Sharing ideas.</i> • Sometimes not everyone will agree, and that's okay. Collective decision making lets us hear everyone's opinion. So we can come to an agreement that works best for everyone. Ask the group and document: What are some things the SSC will make collective decisions about? <u>How will the SSC make decisions:</u> Provide context: <i>You may find it helpful to come up with a collective decision-making process as a group, so we have a fair and clear way to navigate decisions as they may arise.</i> Discuss and document: • How can we ensure everyone can participate in collective decision-making? • How will we make decisions? If taking a vote, what would this look like? (share voting options resources) • Discuss and agree on the groups preference for any voting to be done in a private forum (e.g via anonymous poll) or publicly in a meeting. Discuss the pro's and cons of both options. • What happens if we don't reach an agreement? E.g. if we can't reach a consensus, we will do a majority vote. • What does the group need to prepare for decision- making? What do you need? E.g. time, resources – what does this look like? • Document and confirm the group are happy with the process they have come up with.
Resources	Toolkit: (1) Individual v Collective decisions Activity; (2) Voting options posters



Alternative activity:
Use the “Individual decision, Collective Decision” activity from the resource toolkit to facilitate discussion about what types of choices members make individually in their life vs what they already/or would like to make as a Collective.

Group Meeting: Privacy

Intended Outcome	Developing understanding of privacy, and what it means to the members. Developing understanding of rights and providers role to support this.
Meeting Plan	<u>Activity – Brainstorm:</u> Ask the group and brainstorm: • What does privacy mean to you? • What are some examples of things that would be private? E.g. spaces – bedroom/bathroom, Information – medical details. <u>Discuss with the group to set the scene:</u> • Everyone has different tolerance and comfort levels for privacy. It's important that this is recognised and respected. • Privacy supports you to feel safe and comfortable. <u>Activity – Understanding individual preferences for privacy</u> • Explain that you are going to share some example situations/settings/things from everyday life. • Place the private/not private scale on the table/wall where the group can clearly see and reach. • When I show you the example, I'd like you to place on the line where you think it fits, is it very private? Not private, or maybe somewhere in the middle? • We will discuss each example, remember there's no right or wrong answers. <u>Discussion: Consider your shared support provider -</u> Ask the group and document: • Are there common themes or examples that we all agree on? • Does the support provider do this? Is there anything that should be communicated? • What are some themes/topics that should be supported on a more individualised preference? E.g. how members prefer a support worker to enter their space. • Does the support provider currently do this? Is there anything that should be communicated to them?
Resources	Toolkit: Privacy Activity

Example: Talking on the phone with a friend

- *Might be private if you were talking about something sensitive that you don't want others to hear.*
- *Might be okay if they were calling to let you know they are on their way to visit.*

Expert Tip:

The examples given above are intentionally vague to prompt conversations about different scenarios, and people who may be involved.



Group Meeting: Collective decision making

Intended Outcome	The Collective makes a decision together
Meeting Plan	<u>Setting the scene:</u> Discuss with the group. • What is the decision to be made? • What are the options? • Discuss any additional information to help prepare for the decision-making. • Recap the SSC's decision-making process OR develop (see How we make Collective decisions). • Check in if the group have any questions. <u>Activity – Hearing your perspectives</u> This activity helps ensure everyone can share their ideas/opinions before making a decision together. • Each member has the opportunity to share their perspectives/opinion on the decision with the group. • Everyone has an allocated amount of time (e.g. 5 minutes) to talk without interruption/questions. • The group can ask the member questions at the end of their allocated time. • Members can choose not to share if they don't want to. <u>Decision making</u> • Support the group to follow their agreed decision-making process. • If the group are unable to reach a decision: Agree and next steps with the group. E.g. how the decision will be made, any follow up meetings <u>If the group have reached a decision:</u> • Confirm and document the decision using the “Decision-Making Record” template • Confirm next steps with the group, e.g. what needs to happen, who will be notified.
Resources	Toolkit: Decision-making record

Expert Tips:

1 - Remind the group of their rules of engagement to be respectful of each other and your perspectives. It's okay for the group to have different opinions, there are no wrong answers. reminder to be respectful of each other.

2 - Notify the group about this activity ahead of the meeting so they can plan what they would like to share. Provide options for members to participate in other ways e.g. written response to be shared by the Facilitator to accommodate member preferences and access needs.

Group Meeting: Restrictive Practices, and your rights

Intended Outcome	Understanding restrictive practices and your rights.
Meeting Plan	<u>Setting the scene:</u> • Go through the information book with the group. This sets the scene and explains what a Restrictive Practice is. • The information that is discussed during this meeting can be used to evaluate any decision in your life. • Every person has rights and there are rules that protect people rights. • Everyone has the right to make decisions for themselves. • If someone or something prevents you from going somewhere or doing something, then you have the right to ask questions. • Ensure everyone feels comfortable and supported during the session as sensitive discussions may take place. • Set the scene around conflict and differences of opinions. Discussion: Ask questions along the way like: • What types of decisions have you wanted to make but couldn't? • Has there been a time that you may have wanted to do something but was told no you couldn't? • Who would you speak to if you weren't sure if your rights were being taken away from you? • How could you make a complaint?
Resources	Toolkit: Restrictive Practice Easy-Read

Note: There may be information disclosed during meetings which requires reporting, if it falls within the threshold of a reportable incident. Having clear practices in place on how to respond not only to the Collective members but the service provider. This is to ensure that safety is maintain and relationships are not damaged through this process.

Group Meeting: Staffing and recruitment

Intended Outcome	Collective identifies skills and attributes they seek from support staff. Exploring options and opportunities to be involved in recruitment of staff.
Meeting Plan	<u>Activity – Staff skills and preferences</u> Prepare group for activity with background information: • You all share a team of staff. • While you don't have individual choice over who the staff are like other 1:1 supports, its still important you have choice and control over the skills, attributes and preferences that are important to your group. • Not everyone is going to want the same thing from their staff, but we can identify some common traits and characteristics. • This can be helpful for you to communicate to the provider for when they are doing recruitment. • It will help them hire the right kinds of people who are a good fit for the whole group. <u>Brainstorm: Using the staff attributes template, discuss and brainstorm each area with the group:</u> • Skills/training – What particular skills and training will they need to have? This could be practical skills such as manual handling, PEG feeding, or knowledge and soft skills e.g. cultural awareness. • Attributes – what do you look for in staff attitude and personality? • Communication – what kind of communication do you need from staff? Collate what the group agree into the template. <u>Discussion: Discuss and document with the group:</u> • What the group would like to do with this? Will you pass it onto your provider? • Would you like to make any suggestions to your provider about how it could be used? E.g. in advertising, during interviews.
Resources	Toolkit: Staff Attributes Template

Group Meeting: Group debrief and reflection

Intended Outcome	Participants identify learning and outcomes, celebrate successes and plan for the future.
Meeting Plan	<u>Discussion – Wins and celebrations:</u> Ask and record responses: • What are some wins/things the SSC has achieved together? • What are some learnings/key takeaways? • What is something that has improved/we have gotten better at? <u>Activity – Keep it, Bin it, Try it:</u> Display template to the group, and explain each category • Bin it: What didn't work well or you didn't enjoy? • Keep it: What worked well or did you enjoy? • Try it: what could we do differently next time? what else could we try? Write down responses as they are shared. Apply for future.
Resources	Toolkit: Staff Attributes Template

This session plan would be best utilised as regular check-in to discuss how things have been going, celebrate wins, and identify any areas for improvement or different ways of working moving forward.



Expert Tip:

Share examples and reinforce the successes achieved. Reassure that these don't need to be massive and obvious things, smaller wins and learnings are just as important!

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