

Standards for Person Centred Reviews

Preparing for the Review

What do I need to know?

- How do the PC thinking tools of:
important to/for
what's working/not working relate to the review process?
- What makes an effective one page profile? What other tools can I use to make a rounded picture of the child's wants needs and dreams alongside the current support?
- How to support the child to prepare to be involved and contribute? Who is the right person to facilitate this?
- What sort of support will the family need to prepare and contribute to the review?
- How to create a safe and comfortable environment to enable the child to contribute during the review itself?

What does good practice look like?

- The child has been involved in inviting people to the review.
- Child and family are both prepared for the review
- Information about the child's views is gathered **over time** in a meaningful way
- Everyone attending knows this is a person centred review and how to contribute
- The environment is relaxed, informal, with chairs facing each other, pens and other elements to welcome such as music and refreshments.
- The ground rules have been agreed prior to the review and are made explicit

Facilitation

What do I need to know?

- How the person centred review process works
- How to open and close and set ground rules
- How to pick up themes in strengths and disagreements.
- How to move conversations to a safe place.
- How to write good person centred outcomes that reflect the aspirations of the child/young person.

What does good practice look like?

- The room is ready and set up to be welcoming – what's best for the child?- to be in the room waiting/to be brought in later?
- The review begins with welcomes and introductions.
- The review process and headings are clearly explained.
- Participants start by sharing information about what they appreciate, like and admire about the child.
- The one page profile is shared
- People who become distracted by side issues are supported to refocus on the child.
- The child is supported to know what is being written and to contribute their information; which has been prepared with them in advance, using words, pictures, symbols.
- The child may have additional thoughts or views during the review which should be listened to and recorded
- Everyone contributes information in the right place
- What is working for the child is celebrated
- Check the things that are important to and for the child working at the moment?
- Check whether support is working at the moment
- All questions are answered or action recorded to find answers
- The review process is kept moving and time is not wasted

- Person centred outcomes and the actions needed to achieve them are developed and recorded
- Everyone is clear about their responsibilities and actions.

Skills needed to plan and facilitate a Person Centred Review

Leading up to the review

- A working understanding of the principles behind person centred approaches
- A working knowledge of person centred tools and how they would apply to the individual child, including:
One page profiles and other tools used to paint a picture of the child, his needs and support
- In the context of the individual child:
 - What is important to and for...
 - What is/is not working well in terms of their support in school and from agencies.
- A strategic overview of how to use the best people in the most effective way to gather information from the child, and the parents.
- Time management to plan and arrange what is needed for the review itself
- Knowledge and understanding of the review process and the means and ability to ensure all participants are briefed about this.

During the review

Ability to make people feel at ease

Ability to facilitate everyone having a voice

Ability to explain the process clearly

Know how to keep the child at the centre of their review

Ability to defuse tensions and disagreements, maintaining a focus on outcomes and how to achieve them

Ability to listen and summarise

Skill with graphics (this does not mean being a good artist) or ability to delegate this and keep an overview

Knowledge of how to write person centred outcomes with smart actions.

Ability to maintain an overview, move the process on and keep to time.