

The Hawera Project

‘Lifestyle planner’

A model of walking alongside the disabled person



How it started



- * We wanted to develop a model of support for disabled people that was not restricted by contractual obligations.
- * The role would have an emphasis on building relationships and connections in a non funded and mainstream way.

Hawera project

- * **Was for one year**
- * Involved hiring a person (Tracey) to work 20 hours per week in a flexible way
- * **Would be located in Hawera which is a small rural community**



Why did we do it?



- * **In response to the message that this is something that disabled people and their families want**
- * To find out what difference this way of working is able to make
- * **To consider how we can develop our services.**
- * To support people who were facing complex situations.

Lifestyle Planner

- *Work with a small group of individuals and their families*
- *No assessments*
- ***Flexible working arrangements***
- *Direct link to NASC facilitator for mentoring support*
- ***Minimal quality monitoring timeframes as interactions are self directed by the person with a disability***
- *Committed to developing community connections and relationships*

Service Facilitator (NASC)

- **Works with 250+ people in a year**
- **Assessments to complete**
- **Coordination outcomes to determine with the person**
- **Contracted office hours (and flexible working)**
- **Non funded and funded support options**
- **Timeframes for quality monitoring**
- **Budget management**

Life style Planner Role

- * The lifestyle planner would be well connected to the community
- * Would liaise with the NASC facilitator



The scope of our project

To work with a small number of families to support them to:

- * **build a unique vision for a good life,**
- * obtain valued social roles,
- * **provide relationship support with formal and informal providers,**
- * **promote genuine relationships**
- * encourage people to develop and build on their strengths while getting more involved in their communities.

The Training Required for the Lifestyle Planner role



Understanding the role:

- * Observation time – NASC
- * Accessing supervision to hold the vision of ‘walking alongside’ the person
- * **Skill building:**
- * PATH Planning training
- * Networking/relationship building time

Who was involved?



- * We initially identified 10 young men, between 14-and 24 years old
- * 8 people chose to be involved in the project with their family.

What worked well?

- * Investing time into working with people in a transition period.
- * The use of PATH plans
- * The Believing in Better book



What worked well?

- * **Introducing families to one another**
- * **Not following a 8 to 5 work day**



What didn't work so well?

- * **The project was limited to one year only**
- * Relationship development takes time and time was limited
- * **Its hard to 'test' the outcomes of this model of working**



Outcomes

- * **Sam*** wanted to leave school at 15 because he didn't like it. It was a battle for his mum to get him to attend.
- * **Tracey facilitated conversations between the school and Sam's mum, she started volunteering at the school and Sam followed her lead and returned to school.**
- * **Planning to move to New Plymouth to go flatting.**

* *changed names



Outcomes

- * **Aaron*** was leaving school with no plans beyond playing on his computer; he is now studying to be a barista and has a long term goal for his career.



Outcomes

- * **Jake*** wanted to get some work experience. His family were not sure where he could get this, Tracey introduced him to CCS Disability Action.
- * He did move to New Plymouth for work experience. This didn't result in paid work
- * He now works on the family farm



Outcomes

- * During **Phil's*** PATH plan he identified that he wanted to study in New Plymouth, his aunt offered for him to stay with her while studying. Phil's parents were thrilled because they never would have asked for that directly.



Outcomes



- * During PATH planning **Mark*** indicated he would like to go flatting, he is now developing skills to prepare for the move.
- * As part of the transition plan Mark has moved into the sunroom of his parents house with his own key.

What we learnt



- * **That Lifestyle planning can assist people**
- * That having both Lifestyle planner and NASC services in one area can create confusion.
- * **That having someone ‘walk alongside’ may support proactively managing ‘problems’ rather than frequent contact with the NASC for more funded support**

What we learnt



- * That having the time to invest in planning with a person is crucial to assisting them to gain their definition of a good/everyday life
- * This group of people would have welcomed ongoing involvement from Tracey in the lifestyle planner role if this had been offered.

Any Comments or Questions?

