

## Supported Living Training Survey 2011: Summary of Results

*This survey was sent via e-mail to the supported living providers and was also posted on the NZDSN website. In all 19 were returned - 10 individually emailed back and 9 completed on the website. The purpose was to get a snapshot of what was currently happening in organisations across New Zealand in terms of supporting staff to develop their practice and in doing so, hopefully identify the gaps and also solutions.*

### **1. Here is an overview of the training organisations are currently providing internally:**

- Internal adaptation of Supported Lifestyles (Lorna Sullivan) 1 & 2 for all new staff
- Cultural Competency and Diversity Training
- Noho Marae –Tiriti O Waitangi Training (working with Maori, Maori models of health and wellbeing)
- Whanau Ora Practitioner Programme & Whanau Ora Supervision Programme, Kaupapa Ake
- Community Inclusion
- Behaviour that Presents as a Challenge/Positive Behaviour Support
- Effective Teaching /Teaching Using Task Analysis
- “Ethics and Good Practice” workshops
- Leadership training/ team leader development programme
- Successful Support Working
- Supporting People in Their Relationships
- Personal planning workshops
- CPI-non violent crisis intervention
- In house 4 module course specific to Supported Living ( Your Role as a Supported Living Worker, Professional Practice, Self Advocacy and Working in Isolation)
- In-service core competencies, including-Orientation, Promoting Self advocacy to Staff, Intro to Intellectual Disability, Intro to Total Communication, Looking After Me, Pre-Packaged Medication, Moving People and Equipment, Infection Control, Quality of Life, Understanding Your Role, Safety and Security, Rights and Responsibilities, Support Plans, Positive Behavior Support, Te Ara Tikanga
- Autism, sexuality & relationships, meetings to review policy and updates, training relevant to service user needs, health matters
- Social Role Valorisation 1-4
- First Aid Training
- 3 Day Introductory training (including “Understanding this Organisation”, Understanding ID, Values, HR, H & S)
- I.T. up- skilling, internal health tutoring

**2. What external training are you currently accessing for your staff?** *(some of these training events may also appear in part one-where providers have contracted training in as part of their ongoing training programme)*

Providers are accessing a wide range of external training. Some examples include:

- Personal Planning-SAMS
- Recognising Abuse-CPS
- Social Role Valorisation
- Understanding People (includes communication and behaviour support)
- Challenging Behaviour/Autism & Aspergers-Tautoko Services
- Developing and Reviewing Support Plans (Te Pou funded)
- Leadership training for team leaders/management( Te Pou funded)
- Workplace Communication
- Medication training
- Treaty of Waitangi
- Leadership Development Coaching Programme
- Training for Inclusion-Inclusion Aotearoa
- Blue Print for Learning courses-Managing Difficult Situations, Challenging Behaviors, Risk As An Essential Element of Recovery
- Courses run through Employers and Manufactures Association-Creative Thinking, Conflict Resolution, People Skills of Leadership, Dealing with Difficult People, Strategic Leadership, Assertive Skills, Developing Productive Workplace relationships
- NZ Institute of Management courses

17 providers are involved with supporting staff to complete the National Certificate in Community Support, as well as additional strands.

Many providers also organise a variety of workshops on a large range of topics. These include alzheimer's, stroke awareness, epilepsy, hospice/palliative care, diabetes, Mason Durie/Maori Health, code of rights, autism spectrum disorder, "Introduction to Anxiety Disorders", "Exploring Personal Strengths", "Emotional Wellbeing", first aid, budget advice, privacy, dual diagnosis, fetal alcohol syndrome, SPELL, WINZ & Workbridge (half days), budget advice and conferences (i.e. Autism NZ), informed consent, ACC-"Managing Discomfort, Pain and Injury", NZCTU-Health & Safety, various courses via DHB, Heath ED Trust Courses, IT up skilling, internet study programmes.

**3. What do you see are the gaps? ( responses have been quoted directly in this section)**

- *For us it is still about application to the work and linking training staff receive to the everyday work they do with people. Developing staff competency to have the hard conversations. Developing staff competency to understand the ‘journey’ with a person to an aspiration (particularly disabled people who have high and complex needs). Training so staff can work across diverse communities, needs, relationships, disabilities.*
- *Most of our internal training is identified from informal discussions on a daily basis, in the office and also formally (at our weekly meetings), about the consumers who we support and the successes and problems that we face. Often there is no specific training applicable to these areas though by in house discussion we are able to brainstorm and find a solution to a problem which we then might apply to other consumers/situations.*
- *Autism is a huge one for us.*
- *Dementia.*
- *Being a Team Player, Managing Conflict to Achieve Positive Outcomes, Child Development, a level 4 qualification building on the Core Comp/ID qualification with Careerforce.*
- *Level 4 courses that follow on from Level 3 competencies where direct support is still a focus.*
- *Don't see any gaps there is a wealth of training available.*
- *We try to cover the gaps but are careful about relationship between work and study. The biggest gap is financial resources. No increase in fees but an ongoing increase in all costs. Training is one area that needs to carefully preserved in this fiscal environment.*
- *Would be good to have a specific SL stream.*
- *It is tricky accessing disability specific training. SPELL losing funding has been a big blow, however we have privately contracted Tim Powell to run training with our organisation and other small providers. I have sought workshops regarding supporting people who have Downs Syndrome and Dyspraxia with no results.*
- *Skills in developing/reviewing support plans, inclusion, drug and alcohol, navigating WINZ and benefits, tenancy rights and law,*

*negotiation skills (e.g. with landlords/property managers) and promoting self-advocacy.*

- *SL Modules need to be more in depth than what is currently offered, frequency and depth of training offered-no required follow-up to initial training other than updates to policy etc. Training specific to the needs of SL staff and the style and issues encountered typically in that area of service provision. Tools for managing challenges-particularly-motivational discussion, relationships, behaviours, managing entrenched practices, tools to enhance supporting teams (perhaps 4 staff) who support groups of people living together. The lack of focus on teaching techniques and learning styles. Risk management as part of core learning; communication and written skills; SL Modules training-to be taken to the next level i.e. further skill development; SL staff to have the same opportunity to go through NCCSS/NZQA; training around accessing WINZ benefits etc; training for service users; sexuality training; lack of focus, perhaps an overarching philosophical discussion on the merits of an external ethics committee or association; links to contemporary research on best practice and successful models of support within the commonly understood parameters of SL.*
- *Gaps between theory and practice.*
- *Sourcing information on training opportunities in our area. Health related training is often restricted to qualified nurses etc.*
- *Finding a training programme that teaches support workers to teach and mentor the people they support rather than care for them.*

**4. Any comments i.e. barriers and solutions? (Responses have quoted directly in this section)**

**Barriers**

- *Slow response from ITO to identified needs, costs of supporting training.*
- *Our staff have found Careerforce difficult to access and it has been very challenging to access assessors at times with many cancellations-we find the WelTec structure works better for us in terms of having classroom time and people to share and learn from.*
- *Time, money, understanding of SL.*
- *Training costs for smaller organisations.*

- *Resource/costs of releasing staff for training can be a barrier.*
- *Barriers to some training are locality-training is often available in the cities and transport costs and distance prohibit attendance/participation. Cost of some training are out of the reach of smaller providers.*
- *The gaps are the current cost to train people at support work level to a consistent standard is not acknowledged. Cost is the main barrier.*
- *Time. Resources that are fiscally viable. Continuing to up-skill staff who have already achieved a high standard and provide appropriate challenges and career structure.*
- *Again the lack of available research to back up claims of successfully supporting people in their homes.*

## **Solutions**

- *Moving away from the one size fits all approach and have staff internally with the skill base to train and make it relevant to what the work is.*
- *There are very few, if any specific courses you can train in that covers the whole area of SL. We find that by having a strong support team of practical and realistic staff most of the 'training' is dealt with at an informal level which is discussed and shared throughout the team often for future.*
- *Access to training grant funds (Te Pou) has been highly valuable, we would welcome this in the future.*
- *Being able to access funding grants through Te Pou has meant that we are able to access a wide variety of training for both Management and Community Support Workers that we wouldn't have been able to afford otherwise.*
- *Skilled staff who see this work as a high status career option. Off the shelf and recognized programmes where we can establish an industry standard or minimum level of training.*
- *Need for more practical training in real life situations, like in the "old days".*
- *Organisations working more cooperatively with their training budgets.*
- *We need to move away from talking about specific training for 'supported living' services toward ensuring all disability services and*

*supports are more responsive and accountable to disabled people.  
Formal training is not the only answer-organisations need to look at  
structures and roles, culture and building in opportunities for staff to  
work creatively and understand the bigger picture and vision of their  
work.*