

Safeguarding Training

Training Sessions for LAC, IPSC, and EFACs

Agenda

What are our goals for today?

- Today, we are going to discuss the key aspects of safeguarding as part of individualized planning within the the context of the LAC and IPSC roles.

What is our agenda?

Topic	Timing
Introduction <ul style="list-style-type: none">• Overview and Purpose of Safeguarding as part of individualized planning• Why is it important to incorporate safeguard measures as part of individualized planning?• Roles and Responsibilities of LAC and IPSCs in the context of safeguard planning	30 minutes
Scenario #1 Discussion and Debrief	40 minutes
Scenario #2 Discussion and Debrief	40 minutes
Closing	10 minutes

How does this connect back with the Remedy?

- The Remedy underscores the need for enhanced safeguards for individuals who may be at risk of crises, with a focus on proactive planning to ensure effective prevention and coordinated community response.

Introduction

Introduction | Overview and Purpose of Safeguarding within an Individualized Plan

Having a positive, well-articulated vision and plan for an individual with a disability is a critical step in having a good life. Part of this process is identifying, formulating and supporting an individual's needs, preferences and goals. This process also includes incorporating safeguards into individualized planning to ensure that individuals and their personal networks can plan and support against harm and crisis.



Safeguards are precautions and safety measures that are put in place to protect a person from exploitation, harm and against foreseeable unintended events.



By including safeguards within individualized planning, the complexity within an individual's support environment can be reduced and there can be assurance that the necessary resources and supports within their community have been identified and engaged.



Safeguards should build upon an individual's strengths and that of their personal network and should increase their capacity and resiliency to make choices, live a life that reflects their preferences and overcome immediate and significant barriers when they arise.

Introduction | Why is it important to incorporate safeguard measures in an individualized plan?

For many people, not just those living with disability, there can be instances in life in which we experience difficulties, crisis, and emergencies. Here are a few examples of scenarios where safeguarding would play an important role:

- An unexpected event occurs in the person's life, such as the loss of a family member or friend.
- The person experiences a health-related emergency related to a chronic health condition.
- The person transitions from living with their family to an independent living arrangement.
- There is a weather event that leads to a power outage in the person's home.

Situations like these can exacerbate vulnerabilities for a person with disabilities and it is important to incorporate safeguarding measures into individual planning to ensure that people receive the right kind of help at the right time, preventing situations from reaching crisis points.

Safeguard planning focuses on addressing a person's unique vulnerabilities and can include very practical strategies as well as less tangible elements like the establishment and maintenance of relationships¹. Safeguard planning ensures that you understand the personalized strategies and resources that promote the individual's safety, independence, and well-being, while respecting their rights to make decisions about their own lives.

Introduction | Safeguard Planning

A crucial component to proactively addressing and mitigating potential crises is the presence of a pre-established, well-documented, and readily accessible support plan. Support plans will include a section for a detailed safeguard measures that not only prepares individuals to protect against harm and prevent potential crises but also empowers them to navigate challenges with confidence. By identifying an individual's unique strengths, risks, opportunities and skills/coping strategies, we can develop tailored approaches that respect individuality, uphold human rights, and foster a sense of safety.

When working with an individual to develop safeguards, you will want to:

- Ask the right questions to understand what a good life in the community means to the person and work with the person to identify what barriers might need to be safeguarded against.
- Know the person well enough to recognize their early indicators and signals of stress and distress. This will help you and others to act in a timely way and connect the individual to needed supports.
- Identify and understand the individual's strengths, how they cope with challenging situations and what supports have they used successfully in the past. This can help build good safeguards and will contribute to preventing future crises

Support Plan

Safeguard Planning

These pages help you to think about what you and others can do to put plans in place to prevent and respond urgent or unexpected situations, ensuring safety and preparedness.

1

Urgent Situation: This involves identifying predictable situations where an urgent response might be needed.

2

What This Looks Like For Me: This involves describing what this urgent situation looks like. Some things to think about are:

- What could be a cause of an urgent situation?
- How do you feel when this is happening?
- What are the signs this is about to happen?

3

What Needs To Happen: This involves outlining the steps that need to happen to ensure your safety. Some things to think about are:

- What is helping in a situation like this?
- Where do you need to be?
- Who needs to be around?

4

What I Need To Do: These are the steps you can take on your own and what you are responsible for when this situation happens. Some things to think about are:

- What are some steps I can take on my own?
- What needs to happen for me to take these steps?

5

What Supports I Need & Their Role: These are supports that will help you during this situation and their responsibilities, if that is applicable. Some things to think about are:

- What type of supports do I need?
- Where can I get those supports?
- How can those supports help me?
- What are the responsibilities of those supports?

Introduction | Key responsibilities for LACs and IPSCs

LACs and IPSCs will be supporting individuals who may have experienced crises in the past. It's essential to help them plan for future situations by understanding their unique strengths, risks, opportunities and skills/coping strategies. By working together, you can develop proactive strategies that address potential risks and foster independence and resiliency thereby enabling the individual to live their best life.



LACs and IPSC do...

- ✓ Recognize that individuals have a right to be active participants in decision-making about their lives, even when they are experiencing difficulties or crisis.
- ✓ Build relationships with individuals and learn about their vision for a good life in community.
- ✓ Foster and support freely given relationships.
- ✓ Identify safeguard measures with the individual that includes the supports and strategies they can use to problem solve and overcome challenges/crisis.
- ✓ Support individuals to connect to the resources, tools, and strategies that they have available and identified as helpful..
- ✓ Work closely with individuals and their circle of supports to update safeguarding strategies and plans as needed.
- ✓ Utilize funding to support safeguard activities as appropriate (i.e. rapid access funds, special needs funds.
- ✓ Regularly review with the individual the safeguard measures and support changes to support increased independence.



LACs and IPSCs do not...

- X Carry out formal assessments or replace the need for specialized services or funding supports.
- X Act as a decision maker
- X Judge or 'monitor' participants
- X 'Rescue' participants
- X 'Take over' or 'do for' participants
- X Solve participant's problems for them
- X Duplicate services that already exist in the broader system (e.g., health, community programs, etc.)

Introduction | Activity

Instructions for Activity

You will review two scenarios, presented as follows:

- **Scenario #1 – Samira**
- **Scenario #2 – James**



Activity Breakdown

1. **Group Discussion (20 minutes):**

You will be divided into small groups. Each group will spend 20 minutes reading and discussing one scenario.

2. **Use the "Safeguard Planning" Document:**

This document will serve as a guide for your discussion with the participant. You can refer to it for suggestions on how you might structure and facilitate these conversations.

3. **Complete the "Planning for Safety and Security" Document:**

Using the scenario details and your own experience, please begin to complete the "Planning for Safety and Security" document as thoroughly as possible with the information provided. You are encouraged to add any additional details or context to your scenario that may be necessary to develop a comprehensive plan.

4. **Large Group Discussion (20 minutes):**

Once your group has completed the document, we'll reconvene as a large group to share insights and discuss your findings.

After Scenario #1, the same process will be followed for Scenario #2.

Scenario #1

Caleb

Supported by an LAC



Scenario

During your first meeting, you sit down with Caleb (he/him), his dad, and his sister to get to know each other. As you talk, you learn more about Caleb's hobbies, interests, goals, relationships and his past challenges. Caleb's vision for a good life includes moving out of his dad's house in Halifax to his own space outside of the city near his sister and his nieces, spending his time outside, and connecting with friends.

As the conversation unfolds, you encourage Caleb and his family to think about a plan to achieve his desired housing situation, particularly considering potential challenges such as winter weather that could limit access for him. Caleb's sister discusses the importance of having a reliable communication system and emergency supplies in place to ensure Caleb stays safe and comfortable. Additionally, Caleb and his dad share that he feels best when he is able to socialize for a few hours a week. Caleb is already working with his therapist to identify strategies and coping mechanisms for when he is feeling lonely and isolated.

Considering Caleb's wish to move to a more rural area, which may distance him from his current friends, you note the importance of exploring community resources that can help him maintain connections and support networks.

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Planning for Safety and Security

My vision for a good life looks like....

Urgent Situation	What This Looks Like For Me	What Needs to Happen	What I Need To Do	What Supports I Need & Their Role

Scenario #2

Sally

Supported by an LAC



Scenario

You were introduced to Sally, 29, by her mother. The whole family had a complex history of trauma and domestic violence, but Sally trusts you as you were recommended by her mother. Sally shared with you some things about her life and that she is living homeless, following a lengthy period in hospital and a period in a Residential Care Facility. She sometimes stays with her mother, but her mother is living in a studio apartment which is not big enough for two people. Her mother also has her own mental health and addictions issues. Sally now has an apartment but feels unsafe to stay there due to problems with her neighbour. Sally tried to raise these issues with her landlord, but nothing really changed. When Sally tried to address the issues directly with her neighbour, he became aggressive. This triggered traumatic memories of violence in her childhood and caused her to have a mental breakdown.

As a result of this Sally was unable to go to work. She had worked at a local café for 6 years and loved this job as it was very social, and she had a lot of friends at work. Making friends is hard for Sally as she is quite shy. All of this has turned her life upside down and she has become very anxious and emotional most of the time. Sally's vision of a good life is for things to go back to normal and to have a safe home and return to a job she loves.

(adapted from E. Bartnik and R. Broad. (2021). *Power and Connection: The International Development of Local Area Coordination* (pp. 55-56). Centre for Welfare Reform.)

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Planning for Safety and Security

My vision for a good life looks like....

Urgent Situation	What This Looks Like For Me	What Needs to Happen	What I Need To Do	What Supports I Need & Their Role

Closing

Closing | Reflection & Discussion

Before we go to the next section, **reflect and discuss** :

- What were your 3 key takeaways from this session?
- Can you identify any assumptions you had that were challenged during the session today?
- Are there any key questions that you have that we did not talk about/answer?

