

Supported Decision-Making Framework

Disability Support Program

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**NOVA SCOTIA DEPARTMENT OF
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DEVELOPMENT**

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Section 1: Introduction

We want Nova Scotia to be a place where people with disabilities can choose the life they want to live, in communities that are welcoming, inclusive, and supportive. The Disability Support Program (DSP) contributes to this vision guided by the Human Rights Remedy (Remedy) and international best practices that promote choice and human rights.

Support with decision-making is necessary for all of us to live where we build authentic relationships, explore interests, and achieve our full potential as valued citizens of our communities. Every day people seek support from their family, friends, professionals, and other supports to make decisions of all types, and people with disabilities should be supported to do the same.

This Framework is intended to provide guidance to Local Area Coordinators (LACs), Intensive Planning and Support Coordinators (IPSCs) and Eligibility, Funding, and Assessment Coordinators (EFACs) on how to effectively implement supported decision-making in their daily practice. Using a person-directed approach, LACs, IPSCs, and EFACs can support the people they work with throughout the decision-making process and to build skills and capacity for decision-making.

Throughout this document, the terms “decision maker” and “supporter” are frequently used. **“Decision maker”** refers to the person with a disability who is making the decision. **“Supporter”** refers to anyone that is helping the person with a disability to make their decisions and can include natural and paid supporters. **“Substitute decision maker”** refers to someone appointed under substitute decision-making legislation to make decisions on behalf of another person. For more information, see [Section 5: Touchpoints with Legislation](#).

The following section introduces supported decision-making. In the next few pages, you will find:

- Purpose of This Framework
- What is Supported Decision-Making?
- Why Use Supported Decision-Making?
- Guiding Principles of Good Supported Decision-Making Practice
- Nova Scotia Vision and Strategic Context for Supported Decision-Making
- Acknowledgements

Purpose of this Framework

This document sets out core practice elements that drive and support DSP Planners and EFACs and their Team Leads when facilitating supported decision-making with people with disabilities and their families and support networks. The following practice framework is a resource for Local Area Coordinators (LACs), Intensive Planning and Support Coordinators (IPSCs), and Eligibility, Funding, and Assessment Coordinators (EFACs):

- To help explain supported decision-making values and principles.
- To help explain the role of DSP Planners and EFACs when implementing supported decision-making to a diverse range of people.
- To provide guidance on relationships, conversations, and practices alongside decision makers, families and support networks, communities, and services.
- To provide guidance on responsibilities, strategies, and outcomes of supported decision-making practice.
- To encourage reflection and learning to improve practices while working alongside individuals and communities.



It is important to note that this framework is not a step-by-step procedure document or an all-encompassing list of tasks, tools, and policies.

LACs, IPSCs, and EFACs should refer to the corresponding training, policy, or guide or consult with their Team Lead if they are looking for information that is not found in this document.

What is Supported Decision-Making?

Fundamentally, supported decision-making is providing support to help someone make their own decisions. It is a very natural process that most people use in their everyday life, oftentimes without even knowing it.



Supported decision-making is:

- A natural process that most people use regularly in their day-to-day lives
- Helping someone to have autonomy over their own lives
- A person-directed process that differs for each person based on their needs, will, and preferences
- Using what we know about a person to help them make decisions for themselves
- Helping people to get the information they need to make an informed decision
- Helping someone to draw from their support network to make their own decisions
- Helping people to put safeguards around their decisions
- Providing the type of support requested in a meaningful and respectful manner



Supported decision-making is not:

- A one-size fits all approach – it doesn't look the same for everyone
- Making decisions for someone
- Leading someone or forcing someone to make a decision that others would make for them
- Taking control of every step of the decision-making process

Supported Decision-Making vs. Substitute Decision-Making

It is important to distinguish the different types of decision-making used with people with disabilities: *supported* decision-making and *substitute* decision-making.

Historically, people with disabilities were thought to need substitute decision-making. In the past, this type of substitute decision-making often removed the person with a disability from the decision-making process over their own life.

While substitute decision-making orders or arrangements continue to exist, they are guided by specific legislation and must be respected. Supported decision-making practice can be complementary to substitute decision-making and can be used to guide conversations around decisions with the substitute decision maker and the person with a disability and their support network. This offers the substitute decision maker clear understanding of the person’s wishes in their decision.

For more information on the types of substitute decision-making in Nova Scotia and relevant legislation in Nova Scotia, see [Section 5: Touchpoints with Legislation](#).

Supported Decision-Making	Substitute Decision-Making
<ul style="list-style-type: none">• The individual makes their own decisions with the help of those that know them best• Default form of decision-making for any person, taking their direction on what support they want or need• Does not start with a capacity assessment• Should help guide conversations even when someone has a substitute decision maker	<ul style="list-style-type: none">• Decision-making is in the hands of someone other than the person themselves• Legislative requirements must be satisfied before the court order or legal arrangement can be enforceable.• Requires an assessment showing lack of capacity

Why Use Supported Decision-Making?

Person-directed planning and Individualized Funding relies on creating an environment for supported decision-making for individuals, with their support networks, that respects and enables their autonomy, capacity, and vision for a good life. Supported decision-making is important for several reasons, including:

- Article 12 of the *Convention of the Rights of Persons with Disabilities* sets out the equal right of people with disabilities to legal capacity. Canada takes the position that this Article allows for both supported and substituted decision making, where safeguards are in place.
- Under Canadian law, **every adult is assumed to have capacity**, unless determined otherwise by a designated professional.
- The **principle of self-determination** – that people can choose how to live their own lives without undue influence from others.
- Having a disability doesn't automatically take away someone's capacity – although people with varying abilities may need **additional supports to help them explore and make decisions**.

Historically, including today, many people with disabilities have experienced barriers to making decisions about their own lives. To better support people with disabilities to make their own decisions, barriers can be addressed by:

- Simplifying process and supporting individuals to obtain information and navigate and access services, including explaining how systems work, sharing information about how to access services, or accompanying them when accessing services.
- Helping to protect the autonomy of individuals to have some control over decisions about their lives alongside legislation for substitute decision-making, including advocating for the person's values, will, and preferences to be honoured in decision-making.
- Intentionally countering any unconscious bias and low expectations about a person's capacity and abilities, such as their dependence on others, vulnerability, and limited capacity for understanding consequences.¹

¹ Individuals with Intellectual Disabilities: A Review of the Literature on Decision-Making since the Convention on the Rights of People with Disabilities (CRPD) (Werner, 2021); <https://link.springer.com/article/10.1007/BF03391682>

- Advocating for increased time with systems and service providers to better access person-directed care.
- Ensuring a process to communicate with them about their history, preferences, opinions, and choices, especially for those with diverse communication needs.²
- Rebuilding trust where there has been justified mistrust of government and other systems for marginalized groups, especially BIPOC groups, who have historically been denied legal capacity based on race, and lack of access to culturally safe and appropriate spaces within society and government.³

² Ibid.

³ Supported Decision Making: Rapid Scoping Review of Literature on Best Practices (Wildeman and McGinty, 2024); https://digitalcommons.schulichlaw.dal.ca/working_papers/69/

Acknowledgements

We would like to acknowledge the valuable insights and contributions of the following key sources that informed and/or have been adapted for this Framework. See [Appendix 8: Acknowledgements and Key Sources](#) for details and documents.

Section 2: Foundations

The following section provides guidance on the foundational principles and assumptions and key responsibilities of DSP Planners and EFACs when supporting people with disabilities to make decisions. In the next few pages, you will find:

- Foundational Principles for Supported Decision-Making
- Intentionality and Reflection in Supported Decision-Making Practice
- Rights of People with Disability to Supported Decision-Making
- Roles and Responsibilities for DSP Planners and EFACs when Implementing Supported Decision-Making

Foundational Principles for Supported Decision-Making

Several foundational principles underpin supported decision-making practice. These principles can be used to help guide DSP Planners and EFACs as they implement supported decision-making with the people they support.

Person-Directed	True Choice	Respect	Trust
Autonomy	Informed	Non-judgemental	Needs-Based
Empowering	Unbiased	Dignity	Intersectional
Capacity Building	Non-Coercive	Self-Esteem	Flexible

Supported decision-making in practice is **person-directed**, where the individual can **build their capacity** over time and have **autonomy** over their life. **Trust** is foundational and is built over time through relationship building and proven support.

Supported decision-making **empowers** people to have **true choice** because people are **informed** about their options, the consequences of their decisions, and the supports available to them in a way that they understand. Options are explored in an **unbiased** way, and people are **not coerced or pressured** to make a certain decision.

The person's interests and opinions are explored and **respected** throughout the process **without judgement**. Their **dignity** is upheld, even when exploring risky options, and their **self-esteem** can increase as they build capacity.

Finally, supported decision-making is **flexible** and **responsive to a person's needs**, and considers the **intersectional factors** present in one's life and identity, and how those factors impact decision-making and the decision maker-supporter relationship.

Here are some examples of what each principle can look like in practice:

Person-directed: Person-directed support includes direct engagement with the decision maker and can include those close to them who can interpret their needs and wants. Options can include knowing how they communicate, what accommodations they may need, and understanding their needs and preferences.

True choice: True choice is when a decision maker has the support and information to choose from the full range of options available to them, without undue influence.

Respect: Supporters respect that the decision maker has the right of choice and control over their own lives. Honouring that each person has can live with some risk and there is dignity in risk. Supporters show respect by staying within the boundaries of their roles and offering judgement-free support when requested.

Trust: Trust is foundational to supported decision-making. It takes time to build a meaningful relationship with the decision maker and build that trust through proven support and respect.

Autonomy: Autonomy is when a person has the space and ability to make their own decisions for their life, and decide who they want to support them in decisions.

Informed choice: Informed choice is when a person has all the information they need to make a decision. Supporters can help decision makers gather and understand information from a variety of sources, such as through library or internet research, talking with professionals, etc.

Non-judgemental: Remaining alongside a decision maker and providing support to access and understand accurate information they need to make a decision. This may include support with

safeguard planning where there is risk involved, even if you may personally disagree with the decision.

Needs-based: Supporters should accommodate to a decision maker's needs, such as communication, physical or sensory accessibility, information processing, etc. That means tailoring support to each person or to each decision/situation.

Empowering: Supporters can help decision makers voice their opinion and action their own decisions to fulfill their vision for a good life throughout the decision-making process.

Unbiased: Supporters should respect the decision maker's views, preferences, and opinions and not impose their own views and opinions. Supporters should continually evaluate their own biases and how they may impact their interactions with the decision maker.

Dignity: Supporters can uphold a decision maker's dignity by respecting their decisions, even if they may be considered risky decisions, support them to plan and safeguard, and by offering unbiased support throughout the process.

Intersectional: Factors including race, gender, sexuality, culture, religion, and experience of disability, will impact the decision maker's daily life. Supporters can provide intersectional support by recognizing, respecting, and reflecting on these factors and how they impact a person's needs and preferences around decision-making.

Capacity building: Decision makers can build their capacity around decision-making when they have opportunities to try out new things with support at a pace that works for them.

Non-coercive: Supported decision-making is supporting someone to have true choice and autonomy, it isn't about influencing the "right" decision.

Self-esteem: People with disabilities will build capacity and confidence when they're supported to make choices, try new things, and learn from their experiences.

Flexible: Supporters should be ready to change their approach in response to the decision maker's needs, wishes, and preferences. Flexible support may not look the same every for each person or even each decision, and support can change over time or based on the type of decision being made.

Intentionality and Reflection in Supported Decision-Making Practice

Ongoing diligence and reflection are required in supported decision-making practice. This section offers information for DSP Planners and EFACs to be aware of and understand when supporting individuals to make their own decisions with their support networks, and to continue to reflect upon and deepen their practice. Strategies to navigate some of these complex dynamics should reflect each role's Framework of Practice and Guiding Principles and the relational nature of the work.

Undue influence

Undue influence is when a supporter influences a decision maker's decision and is considered a form of informal coercion. Undue influence is not associated with a particular characterization of the support relationship and can exist even in relationships that are characterized by mutual knowledge, trust, and respect.

Undue influence can look like:

- Gently persuasive strategies such as verbal encouragement, presenting an idea as if it came from the decision maker, or offering rewards for specific decisions.
- Heavy handed strategies such as tone of voice, withheld information, or framing information in particular ways to influence preferences.
- Other methods such as requests, reasoning, bartering, bargaining, gentle prodding, enticement, manipulation, deception, blackmail, threats, and even various forms of physical force.

Some strategies that DSP Planners and EFACs can use to avoid undue influence when supporting decision makers to make their own decisions include:

- Meeting with the decision maker and those who can interpret for them, to learn about them, their values, preferences, and interests.
- Checking in regularly with the decision maker to ensure they feel their choices are respected.

- Using reflective practice to have internal check-ins about the support they are providing to the decision maker (see [Appendix 6: Self-Reflection Questions](#)).
- Having conversations with their Team Lead when they have concerns about the situation and whether someone may be unduly influencing the decision maker in their decision-making.

***A note on coercion:** *Coercion is a more overt and serious form of influence, that may involve threats or use of force. Supporters must never use coercive tactics to influence someone to make a certain decision as this takes away true choice and may contravene professional or legal standards.*

Paternalism and Bias

Paternalism is when a person or organization in a position of authority thinks or behaves in a way that results in that person or organization making decisions for other people. This interference can be made under the belief that it's in the person's best interest, but it ultimately prevents the other person from taking responsibility over their own lives.⁴

Bias is when someone supports or opposes a particular person or thing in an unfair way, because their own personal opinions influenced their judgement.⁵

Paternalism and bias has impacted the opportunities for people with disabilities to access supported decision-making:

- The protective mindset has been the social norm to ensure people with disabilities stay "safe".
- Many people with disabilities were denied the social opportunity to learn and build capacity to make decisions, like most people learn throughout their lives.
- Historically, people with disabilities were assumed not to have capacity to make their own decisions and have autonomy over their own lives.

⁴ [EBSCO - Paternalism](#) ; [Cambridge Dictionary - Paternalism](#)

⁵ [Cambridge Dictionary - Bias](#)

- Families were relied upon to make all the decisions on the person's behalf and have had to be responsible to navigate the disability support system, with limited supports and connections to community.

Some ways that paternalism and bias can show up in supported decision-making are:

- Low expectations of a person's capabilities, such as their dependence on others, vulnerability, and limited capacity for understanding consequences, even if the decision maker is advocating for self-determination.
- Not recognizing a person's choices as legitimate or may give primacy to their own values and life experiences rather than the decision maker's life and needs.
- Professionals may feel the need to balance the rights of individuals to direct their own lives with the professional and ethical standards of their profession, and the liability of supporting someone to make a decision with a negative outcome.

It is important for DSP Planners and EFACs to reflect on their own bias or paternalism and that of other people within a decision maker's support network to identify how that bias or paternalism may be limiting a decision maker's autonomy. This reflection will take continued effort and may involve having difficult conversations with support networks to unlearn maladaptive coping mechanisms and relearn new ways of empowering the decision maker.

Some strategies that DSP Planners and EFACs can use if they encounter paternalism or bias when supporting decision makers to make their own decisions include:

- Recognizing that people with disabilities should be included in decision-making, even if a substitute decision maker has been appointed.
- Working with decision makers and their supporters to build trust, and in those trusting relationships, helping to navigate support around decision-making.
- Providing opportunities for the decision maker to build their capacity around decision-making, such as by starting off with smaller decisions and working up to bigger decisions, offering opportunities to test out options, or taking small steps towards a bigger goal.

Mistrust of People and Systems

People with disabilities may have justified mistrust of the people and systems that have historically denied them legal capacity and prevented their full autonomy and participation in community. This mistrust can be compounded by people who have other intersectional factors in their lives on top of having a disability (e.g., race, gender, sexuality, etc.). DSP Planners and EFACs should be aware of this history and context, and pay special attention to developing autonomous processes, respectful relationships, and accommodations with decision makers when implementing supported decision-making.

Rights of People with Disabilities to Supported Decision-Making

In Nova Scotia, everyone is assumed to have capacity to make their own decisions until formal processes show that they do not have capacity. More information on these formal processes can be found in [Section 5: Touchpoints with Legislation](#).

Additionally, in Nova Scotia, supported decision-making can, and in many cases should, be part of substitute decision-making.

When implementing supported decision-making, it is important for DSP Planners and EFACs to be mindful of the rights and responsibilities of decision makers, including:

- The right to autonomy and self-determination;
- The right to be treated with respect and dignity;
- The right to make decisions according to personal values, beliefs, will, and preferences;
- The responsibility to respect others and their autonomy when making a decision that could impact others; and
- The responsibility to consider the consequences of decisions, including potential negative outcomes.

****A note on responsibilities of decision makers:*** Some people with disabilities may need more or repeated support or accommodated communication to consider responsibilities when making decisions. Needing more support or time should not be considered a reflection of the decision maker's global decision-making capacity or used as a justification to limit their contribution to making their own decisions.

Roles and Responsibilities for DSP Planners and EFACs When Implementing Supported Decision-Making

DSP Planners and EFACs work from a person-directed approach by **building a relationship of trust** with people and their families and support networks. Relationships are at the core a supporter's role in supported decision-making.

As a supporter, your role is to provide individualized support to decision makers to help them make decisions and to help them find others who can provide support. Your role is NOT to make decisions on their behalf or steer them towards a specific decision. It is important that you help to empower people to have autonomy over their own lives.

While discussing key aspects of the role of DSP Planners and EFACs in supported decision-making, it is also important to outline several key boundaries. These boundaries provide clarity to DSP Planners and EFACs on their responsibilities, while also providing clear expectations to enable transparent, and collaborative working relationships with people with disabilities and their families and support networks.

Foundational Skills

There are foundational skills that DSP Planners and EFACs should have to help them support decision makers to make their own decisions. These skills include:

- Building trusting and meaningful relationships with people and their families or support networks.
- Tailoring your approach to provide person-directed support.
- Being flexible and adaptive to the types of support a person needs in different situations.
- Understanding how to identify or look for supports, natural and otherwise, that a person is or can be connected with.
- Being non-judgemental and approaching situations with curiosity and empathy.
- Problem-solving and thinking outside the box to help meet the person's needs.
- Commitment to continuous learning and self-reflection to evolve your practice over time.
- Helping decision makers and their supporters to navigate difficult conversations.

Building up these skills will help DSP Planners and EFACs to develop good practice for supported decision-making. At the core of the role of a supporter is figuring out with the individual what type of support to provide, when and how to provide it, what natural or other supports can be leveraged in each situation, and how to change the approach based on the needs and preferences of the person.

Section 3: Putting Supported Decision-Making into Practice

The following section provides guidance on the process of supported decision-making and key practice methods DSP Planners and EFACs can take. In the next few pages, you will find:

- Overview of Decision-Making
- Supporting People Through the Decision-Making Process
- Working Alongside Individuals and their Supporters

Overview of Decision-Making

Decision-making is a normal part of life, and most people use supported decision-making naturally – people seek information and advice from our family, friends, professionals, and others who have been in similar situations or who have specialized knowledge to gather information and understand and weigh our options.



There are several different stages of the decision-making process, which can be seen in the diagram pictured right. These stages allow the person to understand why they want to make a specific decision, what values and considerations will guide them as they identify and weigh options, and communicate and advocate for their decision with others. As seen in the diagram, support can come at any of the stages of the decision-making process, and people may seek support at some or all of the stages of decision-making, based on their own ability to think through, make, and communicate their decisions.

Support can also differ depending on the type of decision being made. There are different types of decisions a person can make in their life, which can require different types of support, including:

1. **Everyday preferences or spontaneous decisions**, like what to wear or eat, that are often made with little to no support. These are small but important decisions for people to feel fulfilled and more in control of their own lives.
2. **Mid-term decisions**, like meal planning or planning for social events and guest invitations.
3. **Life choices or strategic decisions**, like employment and housing or vacation, where a team of supporters may assist the person with long-term goals and plans.
4. **Difficult decisions**, which are more complex or impactful life choices, like legal, financial, or medical decisions, where people may engage more with external systems for support.

In addition to the stage and type of decision, what support actually looks like will also vary based on the decision maker, their abilities, and their desire for support. Some common decision-making supports include:

- Fostering thought and reflection about the decision maker's values, their goals, and why the decision is important to them.
- Using their preferred style of communication to break down the decision, situation, options, information, consequences, and risk mitigation strategies.
- Helping to identify potential options and offering a range of options through an unbiased lens.
- Explaining their options and potential consequences.
- Gathering information from relevant sources and helping to organize or explain it in a way they can easily understand.
- Talking through the pros and cons of options or pointing out concerns they may have missed.
- Helping to envision how their different options could be put into practice.
- Friends and family may provide advice* and help them to problem solve.
- Thinking through responsibilities and potential consequences before making a choice.
- Identifying ways the decision maker can plan for unexpected events and safeguards.
- Identifying or creating opportunities for the decision maker to try new things or test out options.
- Reminding the decision maker of their values and goals when they are ready to make a decision.
- Providing emotional support to minimize stress and anxiety.
- Helping to communicate and advocate for their decision, such as interpreting diverse communication styles and communicating decisions to appropriate people, such as doctors, banks, landlords, or other service providers.
- Being someone the decision maker can call if they need help.
- Respecting and identifying options for community inclusion and purposeful, role driven work.

***A note on advice:** *Given their roles, DSP Planners and EFACs should not provide advice, but it is important to understand how other people within a decision maker's support network may provide advice to the decision maker.*

Supporting People Through the Decision-Making Process

While supported decision-making can differ depending on the person, their abilities, and their desire for support, there are some foundational pieces that should be used in every context. These foundational pieces can help DSP Planners and EFACs get to know the person well so that they can be responsive to their unique needs and preferences.

Building Trusting Relationships

Fundamental to their approach to supported decision-making, DSP Planners and EFACs should build a trusting relationship with the decision maker to get to know them in a meaningful way. Building meaningful relationships can help DSP Planners and EFACs to tailor their approach and create brave spaces for people to share their thoughts and opinions on what is working well for them and what they would like to change to better meet their decision-making needs.

DSP Planners and EFACs can work to build trust with decision makers and their support networks by:

- Prioritizing empathy and promoting positive attitudes towards supported decision-making.
- Considering the intersectional factors for the person and the impact of power differentials in the decision maker-supporter relationship, as these factors can impact trust-building and true choice for a decision maker.
- Taking a person-directed approach (see below).
- Facilitating access to supported decision-making that anticipate barriers and offers ways of overcoming those barriers.
- Ensuring there are safeguards on the process to ensure the decision maker knows and has support to exercise their rights and have their decisions respected.
- Recognizing and mitigating risk in a way that respects the decision maker's right to decide and their dignity of risk.

Understanding the Person's Identity and History

Part of building a meaningful relationship with decision makers is learning about their identity and history.

In addition to some of the tools mentioned already, like genograms, ecomaps, and network maps, DSP Planners and EFACs have a number of tools available to them to foster conversation around and record details about a person's identity and history. Tools include:

- **Planning Toolkit:** This toolkit provides more in-depth information about support planning for LACs and IPSCs, and more in-depth information about planning tools available to them, like the My Plan Tool, Support Plan Tool, and Funding Plan Tool.
- **My Plan Tool:** This tool helps to create a personal profile by gathering information about a person's personal information, communication style, preferences, interests, strengths and skills, support network, valued roles, their vision for a good life, and how they can achieve their goals.
- **My Support Plan:** This tool gathers information about a person's decision-making abilities, needs, and preferences, plans for their safety and security, and living arrangement planning.
- **My Story:** This is a CCM tool to record what the person considers important to them in planning for their life including interests, special relationships, community, spiritual, and cultural identity, accomplishments, dreams, and more.

Person-Directed Planning

Throughout their work with a decision maker, DPS Planners and EFACs should be using person-directed planning, and this is especially important for supported decision-making.

Some ways that DSP Planners and EFACs can tailor the decision-making process to meet a decision maker's needs are:

- Start by getting an understanding of the individual's experience in making decisions, who they involve in the process, and how they want decision-making to work in the future.
- Adapting approaches to match the learning styles, skills, and abilities of the decision maker, (e.g., using pictures or videos if a person is a visual learner, providing plain language handouts if they prefer to read things over after talking about them, etc.).
- Prioritizing accessible communication and communicating across different styles of learning and expression (e.g., non-verbal communication, visual learning, etc.).

- Giving enough time for the decision maker to have things explained to them and think things through. This could take minutes, hours, days, or weeks, so be comfortable following their own pace and have patience.
- If providing a range of options, be mindful of whether too many options can be overwhelming.
- Supporting the decision maker to have all the information they need to make an informed decision.
- Providing emotional support, especially for tough or triggering decisions.
- Considering the intersectional factors that may impact a person's decision-making needs and preferences, such as gender, culture, socioeconomic status, ability, age, experience with decision-making, and potential experiences of trauma.

For more information on tools that can help DSP Planners and EFACs to take a person-directed approach, see [Appendix 1: Supported Decision-Making Plans](#), [Appendix 2: Tools to Identify Support Networks](#), [Appendix 3: Apps and Digital Resources](#), [Appendix 4: Alternative Methods of Processing and Expression](#), [Appendix 5: Communicating with People with Diverse Communication Needs](#), and [Appendix 7: Supported Decision-Making Resource Library](#).

Working Alongside Decision Makers and Their Supporters

Many decision makers have supporters around them that they rely on for different things. Supporters often include natural supports, like those listed below, as well as more structured supporters like service providers and other professionals.

Supporters who have a close relationship and know them well, can help a decision maker to make choices, including interpreting the person's will and preferences. DSP Planners and EFACs can empower decision makers to identify who their supporters are. Supporters should have a relationship of trust and familiarity with the decision maker, and supporters have a responsibility to provide person-directed support and appropriately interpret the decision maker's will and preferences when providing support.



Examples of typical natural supports are things like:

- Family and Friends
- Neighbours
- Community Organizations and Groups
- Public Resources and Spaces

Identifying a Person's Support Network

Some decision makers may be able to easily identify who is in their support network, while others may need some help to identify who they can lean on. When identifying support networks, it's important to consider a variety of different people who can help. DSP Planners and EFACs can use tools like genograms, ecomaps, and network maps to help decision makers identify who is in their support network. Many of these tools are used in other fields like child and family well-being to help identify supporters and positive relationships in a person's life.

Genograms, also known as family diagrams or family trees, are visual representations of a family's history and relationships, going beyond a simple family tree by including detailed information about family dynamics, patterns, and significant life events. Different symbols or

colours can be used to depict the types of relationships between each person and other relevant information.

Ecomaps are visual tools used to represent the relationships and connections an individual or family has with their external environment. Ecomaps go beyond simple family trees by also mapping social, community, and other external relationships, highlighting both positive and negative interactions and their impact.

Network maps are visual tools used to identify supportive people and communities that a person can rely on or go to for support in different areas. Categories may include things like family and friends, places in a person's neighbourhood, people at work or school, and online or other social communities.

For visual examples of each of these tools, see [Appendix 2: Tools to Identify Support Networks](#).

Including a Person's Support Network in Supported Decision-Making

It is important to let the decision maker provide guidance on when and how to include supporters in decision-making, because they will have insight on the relationship and who they feel will support them well to make decisions.

Additionally, **many cultures have different practices around decision-making**. Many cultures are intergenerational and value the involvement of older generations in decision-making, while others value specific roles within the family (like matriarchs or patriarchs). Some cultures have differing norms about what people of a certain age, gender, or marital status can do, which will also impact decision-making and autonomy. DSP Planners and EFACs should learn about how different cultural contexts can inform and impact a person's decision-making and involvement of their support networks.

When helping a decision maker to include their supporters in decision-making, there are a few important things for DSP Planners and EFACs to keep in mind:

- A decision maker may have **multiple supporters**, and each of those supporters may have **different roles** in supporting the decision maker. DSP Planners and EFACs can help the decision maker to identify their supporters and what role each of those supporters could have in the supported decision-making process.
- Support networks can also help **guide and respectfully challenge each other on barriers to supported decision-making**. For instance, a sibling of a decision maker can challenge their parents to think about what normal decisions are for people their age to help contextualize a decision that the decision maker may want to make.
- It is helpful to **have contingencies built into a person's support network**, in case someone can't be present to provide support in the moment. These contingencies can look like having a roster of multiple people for the decision maker to call if they need help, or having multiple supporters serving the different roles for supported decision-making.

One way to identify how supporters can be included in supported decision-making is through the use of **Supported Decision-Making Plans**. These agreements are flexible to each person's unique needs and can lay out the role of each supporter. For more information on how to develop a Supported Decision-Making Agreement, see [Appendix 1: Supported Decision-Making Plans](#).

Navigating Differing Relationship Dynamics

Sometimes decision makers have challenging relationship dynamics with family and others around supported decision-making. Understanding this context is important to understand how families or supporters may respond to or practice decision-making. DSP Planners and EFACs should understand that families of people with disabilities have had to carry the decision-making responsibility for their family member and may continue to feel responsible for that role. It will take time and trust building to navigate new responsibilities and relationships.

If challenging relationship dynamics come up, there are a few steps DSP Planners and EFACs can take to navigate these dynamics:

- First, **be patient and understanding**. There may be different reasons for resistance, like fear, worry, or lack of understanding of supported decision-making.

- Next, try to **build relationships with all involved**. Having positive relationships can be a stepping stone to educating people about supported decision-making or having difficult conversations to break down preconceived notions about decision-making.
- Try to **share information on supported decision-making** and how it can work with the family members and other supporters. More information and discussion about supported decision-making can help to dispel some of the myths and ease their worries.
- Share the **differences between supported and substitute decision-making**. Having more information can help clarify what to do when someone has a substitute decision maker.

Section 4: Additional Practice Information

The following section provides guidance on several key areas of operations relevant to supported decision-making. In the next few pages, you will find:

- Safety and Safeguards
- Supporting Financial Decision-Making for EFACs
- What to Do When You Have Questions or Concerns
- Continuous Learning and Reflection

Safety and Safeguards

Risk is a fundamental part of human life. From childhood, we engage in risk-taking behaviour, even minor, to learn about our abilities and limits. Taking risks is a way humans learn about new situations and how to respond to them. It is no different for people with disabilities. Dignity of risk is an important part of people with disabilities having control and autonomy over their own lives.

Wherever possible, DSP Planners and EFACs are guided by the concept of the **Dignity of Risk** – that life experiences carry the risk of failure and that people with disabilities must be supported in experiencing a spectrum of successes and failures. This means DSP Planners and EFACs coach and enable people to manage their own risk, whenever possible.

As professionals, it may be scary or worrisome to think about supporting someone who is making a risky decision – it is normal to feel that way. In these moments, it is important to remember that supported decision-making is not about helping someone to make the “right” decision, but about supporting them to think through decisions based on the information available, the pros, cons, and potential outcomes of decisions, and their own personal values. It is okay for people to make risky or “bad” decisions because that is a normal part of human life.

While practicing through the lens of dignity of risk, DSP Planners and EFACs still have an obligation to ensure all people are protected and safe within the communities they live. DSP Planners and EFACs are alongside people through a range of life’s opportunities and challenges – from simple to complex. This means DSP Planners and EFACs may find themselves in situations where a risk is present to an individual’s safety and have a key role to play in prevention through planning for potential emergencies, whenever possible.

DSP Planners and EFACs also have a **responsibility to report** when they identify a potential risk or safeguarding situation that may present harm to an individual, even if reporting may breach a person’s confidentiality or privacy (breaches of confidentiality is allowable in these situations under s. 20(4b) of the *Freedom of Information and Protection of Privacy Act*). **DSP Planners and EFACs need to follow the appropriate laws and policies to respond appropriately to safeguard institutions/situations.** Regulated professionals should also consider their code of ethics or code

of conduct when supporting decision makers. For more information or clarification on the responsibility to report, DSP Planners and EFACs should talk to their Team Lead.



When responding to a safeguarding situation, DSP Planners and EFACs are still guided by the 10 key principles. This includes (as appropriate):

- Maintaining transparent communication with the person they are supporting
- Providing the required information in an accessible, timely manner
- Working collaboratively with the person and the safeguarding partner
- Recognizing the limits and boundaries of their role and of the safeguarding partner
- Duty to report when appropriate

Sometimes DSP Planners and EFACs may have additional safeguarding responsibilities when they are working with people who are accessing DSP Funding and Supports. DSP Planners and EFACs should refer to the appropriate procedure document for guidance.

Support for Financial Decision-Making

DSP Planners and EFACs could encounter decision makers who have a Representative in place through the *Adult Capacity and Decision-Making Act* (ACDMA) for financial decisions. In this situation, the Representative would reference section 40 of the ACDMA for guidance on decision-making for the decision-making process.

In addition to the general approaches around person-directed planning and supported decision-making, DSP Planners and EFACs can keep the following in mind when supporting someone to make financial decisions:

- Support people to **build capacity** around financial decision-making, and continue to provide repeated support, where needed.
- Be aware of the **types of legislation** that allow for substitute decision-making around financial decisions. Substitute decision makers should be able to show the documentation that confirms their authority to make financial decisions on a person's behalf. For more information on substitute decision-making legislation, see [Section 5: Touchpoints with Legislation](#).
- When supporting someone to make financial decisions, it's important to be cognizant of the **potential for financial abuse or mismanagement** by supporters and understand how to report concerns. DSP Planners and EFACs can report concerns to their Team Leads.
- **Support education of other supporters, service providers, and professionals** about supported decision-making around financial decisions. This can include guiding them to legislation that applies to substitute decision-making for financial decisions.

What to Do When You Have Questions or Concerns

When DSP Planners or EFACs have questions or concerns about their supported decision-making practice, they have different people they can go to for support, including:

- **Other DSP Planners or EFACs** to talk about how they have approached similar situations and share feedback on their approaches.
- Their **Team Leads** for more formal direction on their approach or to report concerns and to ask about more professional development opportunities.

Teams Leads can also help to facilitate **communities of practice** amongst DSP Planners and EFACs to provide regular opportunities to share their experiences with supported decision-making and provide feedback on how they navigated different situations. These communities of practice can facilitate sharing and mutual learning and identify additional support needs for DSP Planners and EFACs. Team Leads can also facilitate regular check-ins or conversations with their teams about the strengths and challenges of supported decision-making practice.

Continuous Learning and Reflection

Continuous learning and self-reflection are core elements of supported decision-making practice. To help DSP Planners and EFACs continuously learn and reflect on your practice, there are a few helpful methods that they can use.

DSP Planners and EFACs can set aside time to reflect on the meetings that you have with decision maker. It is helpful to reflect before, during, and after meetings where to use supported decision-making, to help stay present and grounded.

- Reflecting **before** a meeting can help DSP Planners and EFACs to be more aware of the potential influence their own attributes and experiences may have on those they are supporting.
- Reflecting **during** meetings can help DSP Planners and EFACs identify and challenge the individual, relational, decisional, and environmental factors that shape the support they provide.
- Reflecting **after** a meeting can help DSP Planners and EFACs to review the outcome for the DSP Participants and others, identify how the process increased or decreased the agency of the decision maker, and identify how much the meeting was directed by the decision maker's own will and preferences.⁶

For some examples of self-reflection questions, see [Appendix 6: Self-Reflection Questions](#).

⁶ A process of decision-making support: Exploring supported decision-making practice in Canada (Browning et al., 2021); <https://www.tandfonline.com/doi/epdf/10.3109/13668250.2020.1789269?needAccess=true>

Section 5: Touchpoints with Legislation

Nova Scotia has several pieces of legislation that provide for various different types of substitute decision-making. It is important for DSP Planners and EFACs to remember that understanding a person's current wishes is often required even when a substitute decision-maker has been appointed.

Not every piece of legislation provides for universal substitute decision-making. DSP Planners and EFACs should understand the specifics of the relevant legislation.

In addition to legislation, the Nova Scotia Public Trustee is another resource around substitute decision-making. The Nova Scotia Public Trustee is authorized to make decisions for someone when no one else is able to. The public trustee may provide the following supports:

- To act regarding finances or property matters for a “mentally incompetent” adult in specific circumstances under the *Adult Capacity and Decision-Making Act* (ACDMA), the *Public Trustee Act*, *Adult Protection Act*, or the *Hospitals Act*, or as an Enduring Power of Attorney.
- To make decisions for a person who is not able to understand risks, benefits, or consequences of an important decision about their health, under the *Personal Directives Act* (PDA), *Hospitals Act*, and the *Involuntary Psychiatric Treatment Act*. These decisions are limited to decisions about healthcare, home care services, and being placed in a continuing care home.
- The Nova Scotia Public Trustee is a last resort, and even then, may in some cases refuse to step in for health or financial matters.

More information on the Nova Scotia Public Trustee can be found at

<https://novascotia.ca/just/pto/>

Adult Capacity and Decision-Making Act

The *Adult Capacity and Decision-Making Act* (ACDMA) was developed to replace the Incompetent Persons Act in 2017 and is the most comprehensive of the substitute decision-making legislation we have here in Nova Scotia.

Key things to know about the ACDMA:

- The ACDMA operates on the **principle of least intrusion**, meaning that the least restrictive or intrusive options for supporting a person's decision-making should be attempted before seeking a court order. This can include supported decision-making.
- The ACDMA applies when a **person is temporarily or permanently incapacitated**, which is determined using a capacity assessment.
- When a person's capacity assessment determines that they lack capacity to make some or all decisions for themselves, another **adult (the applicant) can apply to become a Representative under the ACDMA**. The applicant can make an application to the Family Division of the Supreme Court of Nova Scotia and present the findings of the capacity assessment to support their application.
- The court will determine **whether to appoint the person as a Representative** and will also determine **what types of decisions** the Representative has the authority to make on behalf of the other person.
- Being a Representative **does not automatically grant a person blanket authority** to make all decisions on the other person's behalf. The representative order should clearly state what types of decisions the Representative has the authority to make, and the Representative should be able to show the documentation that allows for their decision-making authority.
- If a DSP Planners or EFACs have questions about how different types of substitute decision making arrangements may apply to someone's situation, they can talk to their Team Lead.

Capacity assessments are conducted by a professionally qualified capacity assessor such as a Doctor, Psychologist, Occupational Therapist (OT), Registered Nurse (RN), or Social Worker. The capacity assessment will determine what types of decisions a person can or cannot make, such as legal, financial, health and personal care, property, or other types of decisions.

If someone needs help to get a capacity assessment or to make a request for a representative order, they can contact the Nova Scotia Public Trustee, Legal Aid, or the Legal Information Society.

More information on the ACDMA can be found at

- <https://nslegislature.ca/sites/default/files/legc/statutes/adult%20capacity%20and%20decision-making.pdf>
- <https://novascotia.ca/just/pto/adult-capacity-decision.asp>

Powers of Attorney Act

The *Powers of Attorney Act* (POAA) allows for an adult to designate any other adult to be a Power of Attorney (POA) to help them manage their financial affairs on a temporary basis while they are ill or away temporarily.

The POAA also allows for an adult to designate any adult to be their Enduring POA, which grants authority to make legal and financial decisions when the person loses mental capacity.

Key things to know about the POAA:

- Decision-making authority designated under the POAA **may be limited or all-inclusive**, including for legal, financial, medical or healthcare, property, or other decisions.
- Powers granted under the POAA **do not start until a specific date or event** (i.e., the other person loses mental capacity).
- The person who designated POA or Enduring POA **may end the power of attorney at any time**, as long as they have mental capacity when they do so.
- POA and Enduring POA are **designated using a Power of Attorney** (a legal document that has been signed, dated, and witnessed according to the POAA). The POA or Enduring POA should be able to show the documentation that allows for their decision-making authority, including what specific decisions they are allowed to make.

More information on the POAA can be found at

<https://nslegislature.ca/sites/default/files/legc/statutes/powers%20of%20attorney.pdf>

Personal Directives Act

The *Personal Directives Act* (PDA) allows for any Nova Scotia with capacity to appoint a Delegate to make medical and healthcare decisions for them if they lose capacity, and to leave instructions about their wishes for their Delegate in what is known as a personal directive.

Key things to know about the PDA:

- Under the PDA, there are two ways that someone may become a decision maker for another person:
 - As a Delegate: A person, while they have capacity, can appoint a Delegate for themselves, using a **personal directive** (a document signed, dated, and witnessed according to the PDA) that will be used when the person lacks capacity; or
 - As a statutory decision maker: A physician can fill out Form 1 to show that the person lacks capacity to make specific healthcare or placement decisions, and that someone else should be appointed. In that case, there is a statutory list of people who could act for the person.
- The **appointed Delegate must follow any personal directives** that the other person made before they lost capacity.
- Delegates and Statutory Decision-makers are given authority to make decisions only about the other person's **healthcare or placement decisions**.
- Personal directives should **come with clear documentation** about the directive and any appointed Delegates. Delegates should be able to show that documentation that allows for their decision-making authority.

More information on the PDA and personal directives can be found at:

- <https://nslegislature.ca/sites/default/files/legc/statutes/persdir.htm>
- <https://novascotia.ca/just/pda/>

Appendix

The following section provides further details on several key items referenced through this document. To guide you in your practice of supported decision-making, the Appendices section provides you several tools from various jurisdictions as references. These are not forms that you need to fill out or complete.

In the next few pages, you will find:

- Supported Decision-Making Plans
- Tools to Identify Support Networks
- Apps and Digital Resources
- Alternative Methods of Processing and Expression
- Communicating with People with Diverse Communication Needs
- Self-Reflection Questions
- Supported Decision-Making Resource Library
- Review Cycle of the Framework of Practice

Appendix 1: Supported Decision-Making Plans

Supported Decision-Making Plans are a really helpful tool for the decision maker to very clearly lay out the role of supporters in supported decision-making for a specific person. Supported Decision-Making Plans are used in many jurisdictions and, at their core, define the supporter's role and what types of support a decision maker wants throughout the decision-making process. Supported Decision-Making Plans can be formal or informal, and should be flexible in their design and content, based on the decision maker's needs and direction, and can change as needed.

Typical sections in a Supported Decision-Making Plans include:

- Supporter names and contact information;
- Expectations for supports, such as their role and what types of support the decision maker wants them to provide;
- Boundaries or limitations for supporters;
- Whether supporters are allowed to receive any of the decision maker's personal information as part of the plan; and
- Signatures of the parties to the plan.

Examples of Supported Decision-Making Plans (may also be called Supported Decision-Making Agreements) can be found on the Supported Decision-Making Resource Library.

Appendix 2: Tools to Identify Support Networks

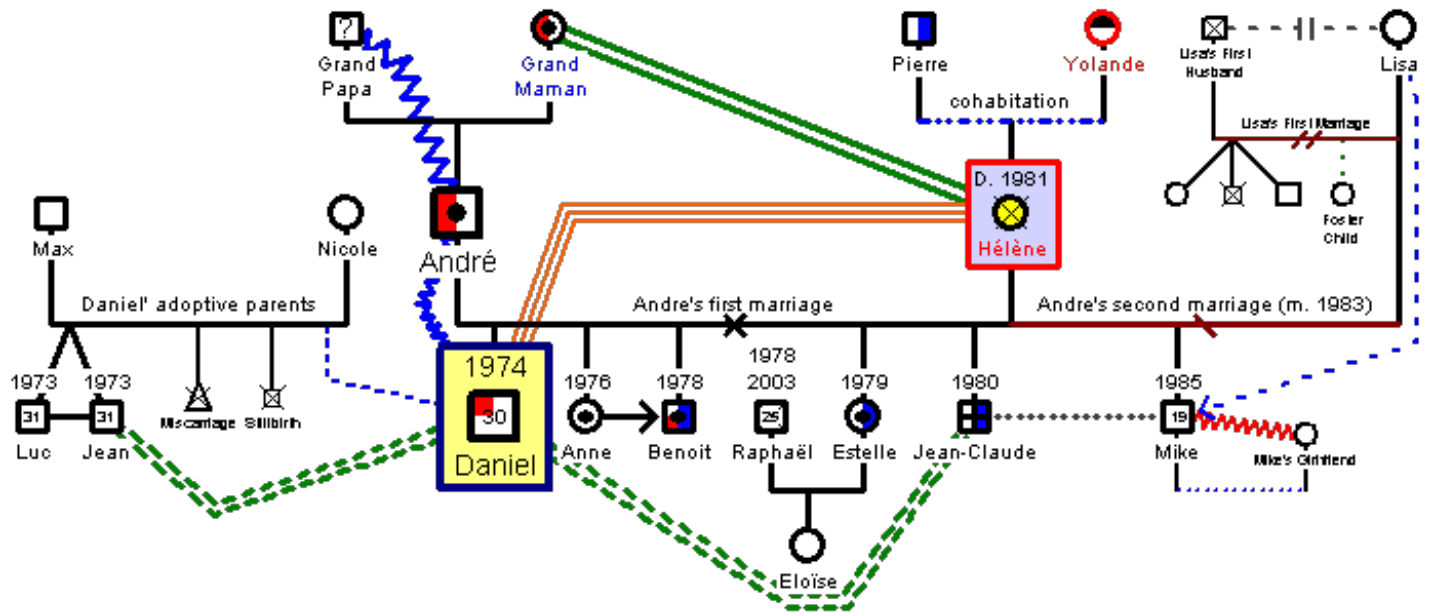


Figure 1: Example of a genogram

Date: 15/11/2023

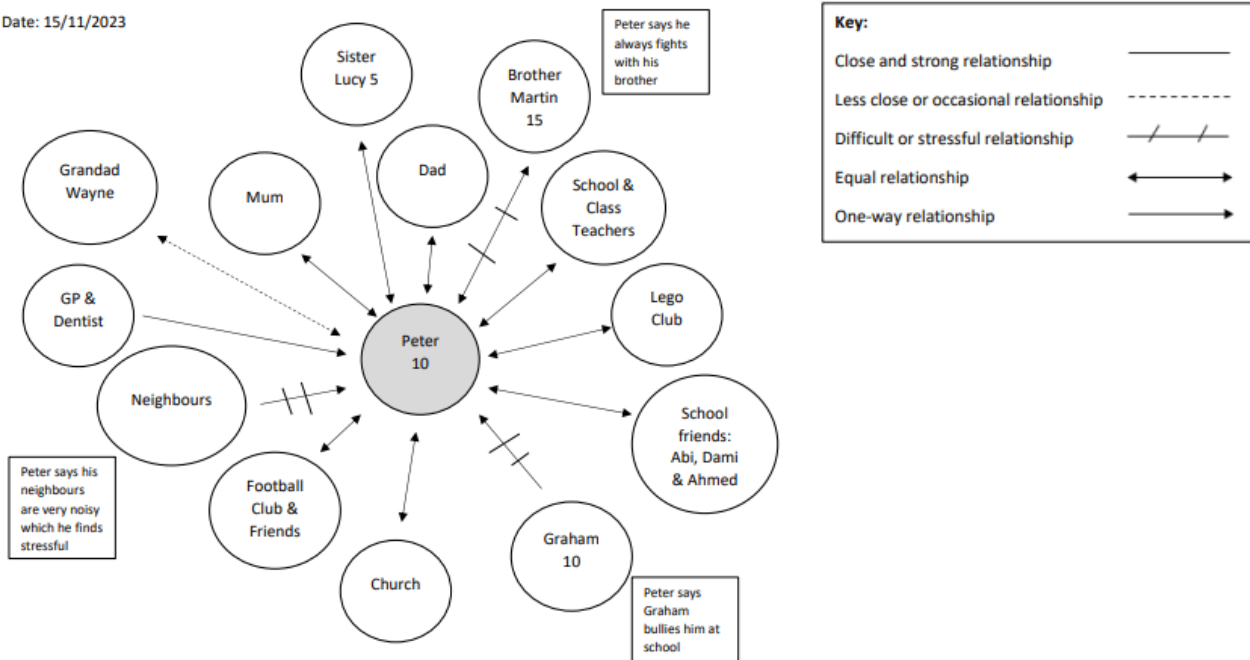
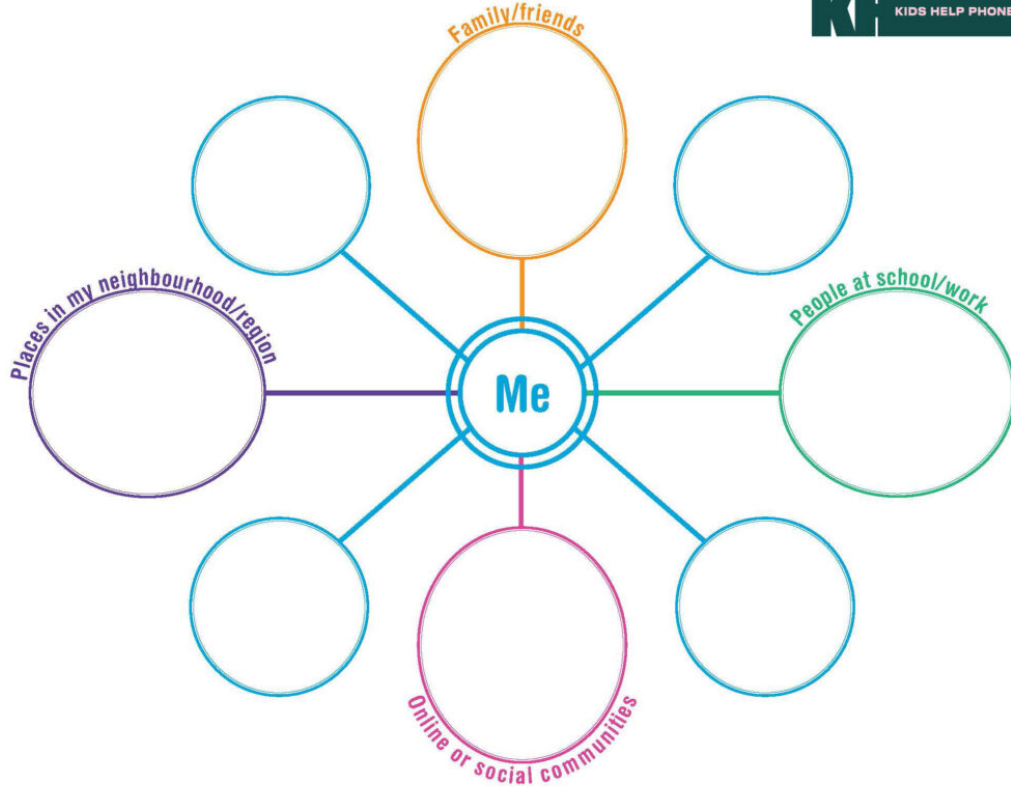


Figure 2: Example of an ecomap



Example of a network map

Appendix 3: Apps and Digital Resources

There are many apps and digital resources that exist to help people think through and communicate decisions and collect information about themselves and their life history, including:

- **HelpTalk**, which is directed at people who are unable to communicate fluently orally or through writing with health professionals, family, or any other person. HelpTalk allows users to create sets of actions that represent their needs in terms of communication, with the actions most suited for each user. When the user taps each of the options, the device speaks the selected command.
- **Voice4You**, which is a picture-based communication app for people who have speech challenges. The app comes with numerous vivid and memorable specially-designed graphics that can assist and improve individuals' language skills. Users can also create as many icons as they need using their own photos and voice.
- **Talking Mats**, which have both card and digital versions. The digital version is subscription-based and has access to over 30 topics, depending on subscription level. Users can adjust aspects of the mats to suit their needs and can upload their own images to use in a mat. There are also training materials and videos to introduce the platform and how to use it.
- **LetMeDoIt**, which is a supported decision-making platform for people with disabilities, their support networks, employers, medical professionals, caregivers, and anyone seeking greater independence. It includes step-by-step guidance through the decision-making process, reminders and notifications to stay on top of tasks and deadlines, and communication and collaboration features for support networks.

Appendix 4: Alternative Methods of Processing and Expression

Some DSP Participants may find it helpful to use alternative methods to help them think through, express, or practice decision-making. Alternative methods include things like art-based, drama-based, or cultural methods, that let DSP Participants express themselves using visual art, storytelling, theatre, or other methods. These methods are also helpful for DSP Planners and EFACs to help them more deeply internalize learnings from training and personal reflections.

Some art-based, drama-based, and cultural methods include:

- **Pictures and videos**, which can be used to communicate concepts within print and digital materials, and which people can use to share their thoughts, feelings, and perspectives.
- **Social stories**, which are short, individualized narratives that can be used to help people understand and navigate social situations.
- **Storyboards**, which are visual representations of a sequence of events, often used in filmmaking, animation, and other media to plan out the narrative flow of the story.
- **Storytelling**, which can include visual and oral storytelling, such as picture books and oral traditions of many Indigenous cultures.
- **Roleplay and practice**, which involves acting out a scenario to practice interactions or think through the consequences of a decision. Supporters can help guide decision makers through practice scenarios by acting out roles or asking guiding questions relevant to the practice scenario at hand.
- **Body Mapping**, which is method that uses a visual representation of the human body, often life-size, to explore and express personal experiences, emotions, and knowledge. Participants create a drawing, painting, or other artistic representation of the body and then add personal narratives, symbols, or other elements to communicate their perspectives.
- **Moodboards**, which are visual tools, often collages of images, text, and samples, that can be used to convey a specific mood or feeling for a project.
- **PhotoVoice**, which is a participatory photography methodology that puts pictures to voices, to bring visual elements and storytelling together using empirical photography approaches.

Appendix 5: Communicating with People with Diverse Communication Needs

Good communication is an integral part of supported decision-making. Some DSP Participants have diverse communication needs, so supporters need the skills and tools to help people communicate their thoughts, feelings, preferences, opinions, and decisions.

Before using any specific communication method, DSP Planners and EFACs should take time to understand someone's communication needs and preferred method.

Some ways DSP Planners and EFACs can accommodate diverse communication needs are by:

- Avoiding jargon or overly complicated language.
- Using plain language or easy-read formats.
- Using augmentative and alternative communication systems.
- Using visual communication, like pictures or videos.
- Reading body language or behavioural clues, like facial expressions, gestures, pushing things away, or going stiff. Also remember that challenging behaviours are often used to communicate something, so try discerning what deeper meaning is behind behaviours.
- Using sign language, remembering that there are different sign languages for different regions or languages.
- Using apps or tools like Talking Mats, HelpTalk or Voice4You.
- Taking extra time to explain things or to have discussions or ask questions.
- Using role-play or scenario-based discussions to help explain things or think about decisions.

Appendix 6: Self-Reflection Questions

Some questions DSP Planners and EFACs can ask themselves as they reflect include:

- Before a Meeting
 - How do they feel going into the meeting? Where is that feeling coming from?
 - Do you have any judgements or biases about the person that might impact your interactions with them?
- During a Meeting
 - Is the decision maker able to fully engage or participate during this meeting? If not, what do they need to be able to fully engage or participate?
 - How is the decision maker reacting? What do you think is causing that reaction? If it's a negative reaction, is there anything you can change right now to help them feel better?
 - Is this the right time to be having this meeting? If not, how can you pause and find a better time to have the meeting?
- After a Meeting
 - How do you feel about how the meeting went? What things are standing out to you about what happened in the meeting?
 - What do you feel went well during the meeting?
 - What do you think could be improved upon for next time?
 - Were there any points where you felt uncomfortable? What was it that made you feel uncomfortable, and why do you think you had that reaction?
 - How did the decision maker feel about the process? Did they provide any feedback, verbal or otherwise?
 - Were there any points where you didn't know how to provide the right support?
 - Were there any points where the decision maker felt empowered or expressed gratitude for the support you provided?
 - Did the decision maker consider any risky options? How did you feel about and react to that?

Appendix 7: Supported Decision-Making Resource Library

The Supported Decision-Making Resource Library is a document in the DSP Library on SharePoint that has a list of resources available to DSP Planners and EFACs to look through on their own time. Resources include websites providing information on supported decision-making, videos for decision makers and their supporters, examples of Supported Decision-Making Plans (may also be called Supported Decision-Making Agreements), and other resource libraries.

The Supported Decision-Making Resource Library can be found at: [17. Supported Decision-Making](#)

Appendix 8: Acknowledgements and Key Sources

We would like to acknowledge the valuable insights and contributions of the following key sources that informed and/or have been adapted for this Framework, including:

- First Voice, People First
- Family Members, Inclusion Nova Scotia
- Professor Sheila Wildeman, Dalhousie University
- Bronia Holyoak, Anchorpoint Support Coordination
- Janet Kleese and Selena Blake, Durham Family Resources
- Bev Cadham and Margaret Murray, Canadian Mental Health Association
- About Supported Decision-Making (Centre for Public Representation, 2025)
<https://supporteddecisions.org/about-supported-decision-making/>
- *A process of decision-making support: Exploring supported decision-making practice in Canada* (Browning, Bigby, and Douglas, 2021)
<https://www.tandfonline.com/doi/epdf/10.3109/13668250.2020.1789269?needAccess=true>
- *Five tips to support people with disabilities to make their own decisions* (Multicap, 2025)
<https://multicap.org.au/5-tips-to-support-people-with-disabilities/>
- *Good practice in supported decision-making for people with disability: final report* (Laurens et al., 2021) <https://apo.org.au/node/313465>
- *How to Support a Person Living with Disabilities Without Taking Control* (True Link Team, 2025) <https://www.truelinkfinancial.com/blog/how-to-support-a-person-with-disabilities-without-taking-control>
- *Individuals with Intellectual Disabilities: A Review of the Literature on Decision-Making since the Convention on the Rights of People with Disabilities (CRPD)* (Werner, 2021)
<https://link.springer.com/article/10.1007/BF03391682>
- *Introduction to Supported Decision-Making* (Mental Health Coordinating Council, n.d.)
<https://mhcc.org.au/course/introduction-to-supported-decision-making/>
- *Operationalizing Supportive Decision Making in Nova Scotia Adult Residential and Regional Rehabilitation Organizations (RRC/ARCs) – Acknowledgements and Project Overview* (IIDEAS Network/Aubrecht et al., n.d.)

- *Review of the Adult Capacity and Decision-making Act Public Engagement: What We Heard* (Horizons Community Development Associates Inc., 2021) <https://novascotia.ca/adult-capacity-and-decision-making-act-consultation/docs/ACDMA-review-what-we-heard.pdf>
- *Supported decision making* (Gillespie and McCusker, 2023) <https://www.iriss.org.uk/resources/insights/supported-decision-making>
- *Supported Decision Making: Rapid Scoping Review of Literature on Best Practices* (Wildeman and McGinty, 2024) https://digitalcommons.schulichlaw.dal.ca/working_papers/69/
- *Supported Decision-Making: Lessons from Pilot Projects* (Costanzo, Booth Glen, and Krieger, 2022) <https://lawreview.syr.edu/wp-content/uploads/2022/09/99-163-Costanzo-2.pdf>
- *Supported Decision-Making Teams: Setting the Wheels in Motion* (Francisco and Martinis, 2023) <https://supporteddecisionmaking.org/wp-content/uploads/2023/01/Supported-Decision-Making-Teams-Setting-the-Wheels-in-Motion.pdf>
- *The La Trobe Support for Decision Making Practice Framework Learning Resource* (Bigby, Douglas, and Vassallo, 2019) <https://www.supportfordecisionmakingresource.com.au/>

Appendix 9: Review Cycle of the Framework

To stay true to its intent, this Framework of Practice should constantly be reviewed and updated on a regular basis.

A review should be conducted **every 6 months and documented below.**

[illegible]