Carers Self Advocacy Toolkit: Training Resources

A guide to the Toolkit training resources

As part of the Carers Scotland Carers Self-Advocacy Toolkit, we are making the training resources available to support workers who may want to use them in their own work to help carers be heard. These resources run alongside the Self Advocacy Guide for Carers: Being Heard and the 'Satellite' leaflets of the Toolkit that are also available online at
http://www.carersuk.org/scotland/training-resources

This brief guide explains the use of each training resource that we have published, to help support workers deliver self-advocacy learning to carers around Scotland.

These can be used alongside the information from the Powerpoint Presentation **Carers Session Presentation** and the **Self-Advocacy Workers Resource**.

The training resources are in five groups. They do not necessarily have to be delivered in this order, but they do offer a sense of development and consolidation of knowledge using this order.

Carers Session Presentation
The Powerpoint presentation for the self-advocacy sessions for carers offers visual information and summary points to use in a learning session.

Carers and the System
This is the first section, which orientates carers participating in self-advocacy learning about where they are in the system and how they experience and perceive the system.

'Carers and the system pictures' exercise
A pictoral exercise that invites carers to work in pairs or small groups to choose pictures and phrases their thoughts and feelings around working with health, social care and other public sector services and systems.

'Carers Rights Quiz 2015' exercise

10 questions around carers rights with true or false responses. Answers are provided on the next page.

Communication Skills
This section includes exercises on assertiveness and negotiation and the practical side of being heard.

Satellite: How do you communicate is a quiz that invites carers to look at preferences and personal styles in communication and 'ways of being'.

Assertiveness and other behaviours compares and contrasts assertive behaviours with aggressive, passive and manipulative behavior and invites carers to consider which behaviours they may recognise in themselves.

Assertiveness and communications handout is a resource carers can take away which gives more detail on practical ways to communicate assertively.

Assertiveness scenarios offers case studies taken from real life which invite carers to explore how the person in the scenario could act assertively.

Is it easy to be assertive? offers the trainer some prompts for a discussion around the difficulties carers may face in acting assertively.

Satellite: Body language offers brief description of how we can 'give out' messages about how we are feeling by facial expressions, posture and physical gestures.

Influencing handout introduces the concept of influencing as part of self-advocacy.

Introducing negotiation offers an explanation of what negotiating is and how to go about it.

Preparing to negotiate handout provides more detail on how to go about setting the case for a request and explores the practice of deciding on what compromises can be made to get something new from a negotiation.

Objective sentence invites participants to re-phrase sentences that carry strong beliefs/judgments in a way that is based around the facts of a situation.

Sink or swim (sheet/labels) is a word/picture tool to invite participants to discern if various courses of action (on printed labels) will enable or inhibit effective self-advocacy. This is designed to use at the end of a session to bring assertiveness and negotiation learning together.

Knowing yourself
This section focuses on increasing a carers' sense of self-awareness, especially with regard to speaking to professionals in services and systems.

Self –awareness exercise a multiple choice exercise that invites participants to select characteristics from a grid that most closely describe themselves, by circling them or fixing sticky starts/dots to the phrase. Clusters of dots in specific areas of the grid indicate the presence of a trait/leaning. The second worksheet on this resource reveals the groupings of characteristics. This is not scientific but is meant to be a light-hearted way of introducing the 'self' to self-advocacy learning.

How well do you know yourself? invites participants to answer questions about themselves and their likes and dislikes. This can be used to introduce self-awareness.

What are my triggers? asks participants to think of situations that trigger strong emotions in them such as irritation, anger, frustration so they can be better prepared in communicating with *'the system'*.

Hearing your own needs explores with participants the different attitudes they may have around hearing someone else's needs to hearing their own needs and encourages them to see their own needs on a more equal footing with those of others.

Thinking and emotions
This section looks at ways of thinking, considers how emotions can affect a carer's ability to self-advocate and offers strategies on how to deal with these more effectively.

Rebalancing beliefs invites participants to consider three scenarios based on real-life and offer alternatives to the beliefs the person in the scenario has, to get a better result

Drama Triangle handout this offers a description of the communication model 'The Drama Triangle' which offers an explanation of how communications can lead to either party being seen as a victim, persecutor or rescuer and suggestions on how someone can 'step out' of the triangle and be more assertive.

For professionals

Self -Advocacy Workers Resource provides support workers with knowhow to help increase autonomy and self-management for carers to go out and get their own voices heard more effectively, and also offers advice around how to offer learning sessions for carers on self-advocacy

Professionals Session Presentation (Powerpoint) comprises slides to use in learning sessions for support workers.

Boundaries Scenario asks support workers to identify examples of good and bad practice in helping a carer to become more autonomous.

Design your own learning exercise provides learning outcomes and possible activities for a learning session and asks participants to design their own training session that is meets timescales and learning objectives.