

Unit 20: Principles of Positive Risk Taking for Individuals with Disabilities

Unit reference number: K/601/6285

Level: 2

Unit type: Optional

Credit value: 2

Guided learning hours: 20

Unit summary

Supporting individuals with disabilities to take positive risks gives them control in their everyday lives.

The aim of this unit is to promote a positive, person-centred approach to risk taking for individuals with disabilities. It emphasises the importance of working in partnership to support individuals to take risks. This unit will give you the opportunity to reflect on difficulties and dilemmas commonly encountered when addressing issues of risk in the context of the legal and policy frameworks.

Positive risk taking is a necessary part of life. You will learn about the additional requirements needed when an individual with disabilities wants to take risks that must be supported by their care team. You will also gain an understanding about how to balance risk taking with the duty of care so that individuals' rights are upheld.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know the importance of risk taking in everyday life for individuals with disabilities</p>	<p>1.1 Identify aspects of everyday life in which risk plays a part</p> <p>1.2 Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks</p> <p>1.3 Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks</p> <p>1.4 Explain how supporting individuals to take risks can enable them to have choice over their lives to:</p> <ul style="list-style-type: none"> • gain in self-confidence • develop skills • take an active part in their community
<p>2 Understand the importance of positive, person-centred risk assessment</p>	<p>2.1 Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches</p> <p>2.2 Identify the features of a person-centred approach to risk assessment</p> <p>2.3 Describe ways in which traditional risk assessments have tended to have a negative focus</p>
<p>3 Know how legislation and policies are relevant to positive risk taking</p>	<p>3.1 Identify legislation and policies which promote the human rights of individuals with disabilities</p> <p>3.2 Describe how to use a human rights-based approach to risk management</p>

Learning outcomes	Assessment criteria
<p>4 Understand how to support individuals with disabilities in decisions about risk taking</p>	<p>4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others</p> <p>4.2 Outline how the principle of 'duty of care' can be maintained while supporting individuals to take risks</p> <p>4.3 Describe ways of enabling individuals with disabilities to make informed choices about taking risks</p> <p>4.4 Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions</p> <p>4.5 Explain the potential positive and negative consequences of the choices made about taking risks</p> <p>4.6 Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger</p> <p>4.7 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking</p>
<p>5 Understand how to support individuals with disabilities to manage identified risks</p>	<p>5.1 Explain the importance of including risks in the individual's support plan</p> <p>5.2 Explain why it is important to review risks in the individual's support plan</p> <p>5.3 Outline why it is important to communicate and work in a consistent way with all those supporting the individual</p> <p>5.4 Describe ways of supporting individuals with disabilities to test out the risk they wish to take</p>

Content

What needs to be learned

Learning outcome 1: Know the importance of risk taking in everyday life for individuals with disabilities

Risk taking

- Individual.
- Social.
- Organisational.
- Environmental.

Traditional lack of encouragement

- Risks in everyday life.
- Traditional roles and activities.
- Carer controls.
- Health and safety:
 - compensation culture.

Prevention of risk taking

- Consequences:
 - negative
 - timidity
 - reticence
 - dependence
 - skills development
 - exclusion.

Supporting risk taking

- Confidence building.
- Skill development.
- Inclusivity.
- Independence.

What needs to be learned

Learning outcome 2: Understand the importance of positive, person-centred risk assessment

Approaches

- Traditional medical model of disability:
 - the person as an object
 - restricting
 - inhibiting
 - negative.
- Person-centred social model of disability:
 - enabling
 - empowering
 - informing
 - positive.

Person-centred approach

- Decision-making processes.
- Risk minimisation and preparation.
- Short-term risk, long-term gain.
- Guidance, support and involvement.
- Promoting opportunity.

Traditional risk assessments

- Avoidance of a negative focus situation.
- Potential for harm.
- Social and cultural barriers, discrimination, exclusion.

What needs to be learned

Learning outcome 3: Know how legislation and policies are relevant to positive risk taking

Legislation and policies

- Key aspects of current related legislation:
 - Valuing People: A New Strategy for Learning Disability for the 21st Century (2001)
 - Putting People First: A shared vision and commitment to the transformation of Adult Social Care (2007)
 - Human Rights Act (1998)
 - Mental Health Act (2007)
 - Mental Capacity Act (2005)
 - The Disability Discrimination Act 1995 (Amendment) Regulations (2003)
 - Disability Discrimination Act (2005)
 - safeguarding children and vulnerable adults policies.

Human rights-based approach to risk management

- Responsibility balancing.
- Advocacy.
- Direct payments.
- Personalised services.
- Person-centred planning, support planning.

What needs to be learned

Learning outcome 4: Understand how to support individuals with disabilities in decisions about risk taking

Rights and responsibilities

- Maximising quality of life while maintaining safety.
- Responsibilities to self and others:
 - social
 - emotional
 - physical.

Duty of care best interest

- Defensible decision making.
- Contextualising behaviour.
- Identification of positive and negative risks.

Enabling informed choices

- Use of illustrated templates, flowcharts, information sheets.
- Technology.
- The right to make 'bad' decisions.
- Planning alternatives.

Limited experience

- Perception and understanding of risk.
- Task analysis.
- Perception of the views of others.

Consequences of choice

- Positive and negative.
- To the individual.
- To others.
- Social, moral, legal.

Unplanned risks

- Progress checks.
- Monitoring.
- Intervention.
- Explanations.
- Evaluation.
- Future planning.

Reporting and recording

- Importance and requirements.
- Accountability.
- Responsibility.
- Individual, collective.
- Confidentiality.

What needs to be learned

Learning outcome 5: Understand how to support individuals with disabilities to manage identified risks

Support plans

- Recognise valued lifestyle.
- Identify risk awareness.
- Written consent.

Reviewing risks

- Importance and value, progression of individual.

Communicating and working with others

- Shared values.
- Information sharing.
- Goals and targets.
- Multidisciplinary working.
- Problems with inconsistencies.
- Consistency with colleagues, other professionals, relatives.

Testing risks

- Contingency planning.
- Experiencing with support.
- Reducing support.

Information for tutors

Suggested resources

Articles

Department of Health – *Independence, choice and risk: a guide to best practice in supported decision making* (2007)

Isle of Wight Council Community Services and Isle of Wight NHS Primary Care Trust – *Managing Risk Positively* (2009)

Journal

Disability Now

Websites

www.carers.org

A major charity for and about carers

www.disabilityuk.com

Disability information website

www.gov.uk

UK government website for information

www.thedtgroup.org

The Disabilities Trust is a national charity, providing care, rehabilitation and support for people with disabilities and profound physical impairments, acquired brain injury and learning disabilities as well as children and adults with autism

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.