



Person Centred Risk Assessment

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Introduction

This process is designed to be used as a complementary element to Essential Lifestyle Planning and to Individual Service Design. Each concern/risk/issue should be dealt with separately. It is not a quick process, nor a paper based form filling exercise. It is designed to be used as a group process and it should be a dynamic problem solving and consensus building process. This risk management procedure is not a process which leads to a quantitative/quasi quantitative score. It is a qualitative process, designed to fully explore the risk, problem solve around it and come up with strategies which balance safety within the context of the person's happiness. It aims to help all those concerned with the individual to help to understand where their own and others responsibilities lie.

It is important to make sure that the right people are present at the session. The right people are the person, any relevant family, people who know the individual well, who have been and/or will be supporting them in the future, any person who procedurally/legally needs to be there. There should be a strong correlation with people who have contributed to the Essential Lifestyle Plan.

A clear written record needs to be kept of the meeting. Given the interactive group process, it is best to initially use and record the session on flip-chart paper. This provides an opportunity for everyone to see what is recorded and to agree and sign-up to the outcomes of the session. It is also important that this is also written up on A4 paper and included in any relevant documentation and safely stored and filed.

1. Clarity around issue

Get clarity around exactly what the perceived risk is. Use clear and unambiguous language. Be respectful to the person. Make sure that everyone agrees that this is the issue.

Make sure that this is an issue which you have responsibility for. Use the 'Doughnut' principle, adapted by Michael Smull to evaluate the issue:

- *is it one of your (or your services) core responsibilities which you have an obligation around and there are clear procedures/directives?*
- *is it an issue where you have responsibility and you can use your creativity and judgment?*
- *is it an issue that you have collective responsibility with others (e.g. The person, their family, other services)?*
- *is it an issue that is not part of your paid responsibility?*

2. Occurrence

Find out if there is a pattern to the behaviour/event. Does it happen at a particular time of day/week/month/year? Is there something usually going on immediately before or after? Is there any indication that it is going to happen? Are there particular circumstances or places in which the behaviour occurs?

How frequently has it happened in the past? This should be evidence-based, not conjecture. How recently has this happened?

From the above, what predictions do we make for the future? On the basis of what piece of evidence?

3. Consequence of issue

What impact will the behaviour have upon:

- *the person*
- *the public (include family, neighbours as well as general public)*
- *the organisation (including staff)*

Think about impact in terms of injury, damage to property or goods, status and how the person is perceived (reaction to the event). Be clear and precise. Make sure that these are based upon evidence from the past, common sense or likely occurrence.

4. Potential Opportunity Lost

Weigh up the likely impact of the behaviour issue happening in relation to what has been identified in the Essential Lifestyle Plan with regard to:

- *what is essential*
- *what is important*
- *what are preferences*

Which of these will not happen/is at risk of not happening if the behaviour/issue occurs.

5. Strategies to reduce/manage Issue

Thinking about when the behaviour/issue occurs, how it occurs what ideas do the group have to help either reduce/prevent the likelihood of the issue happening or its impact.

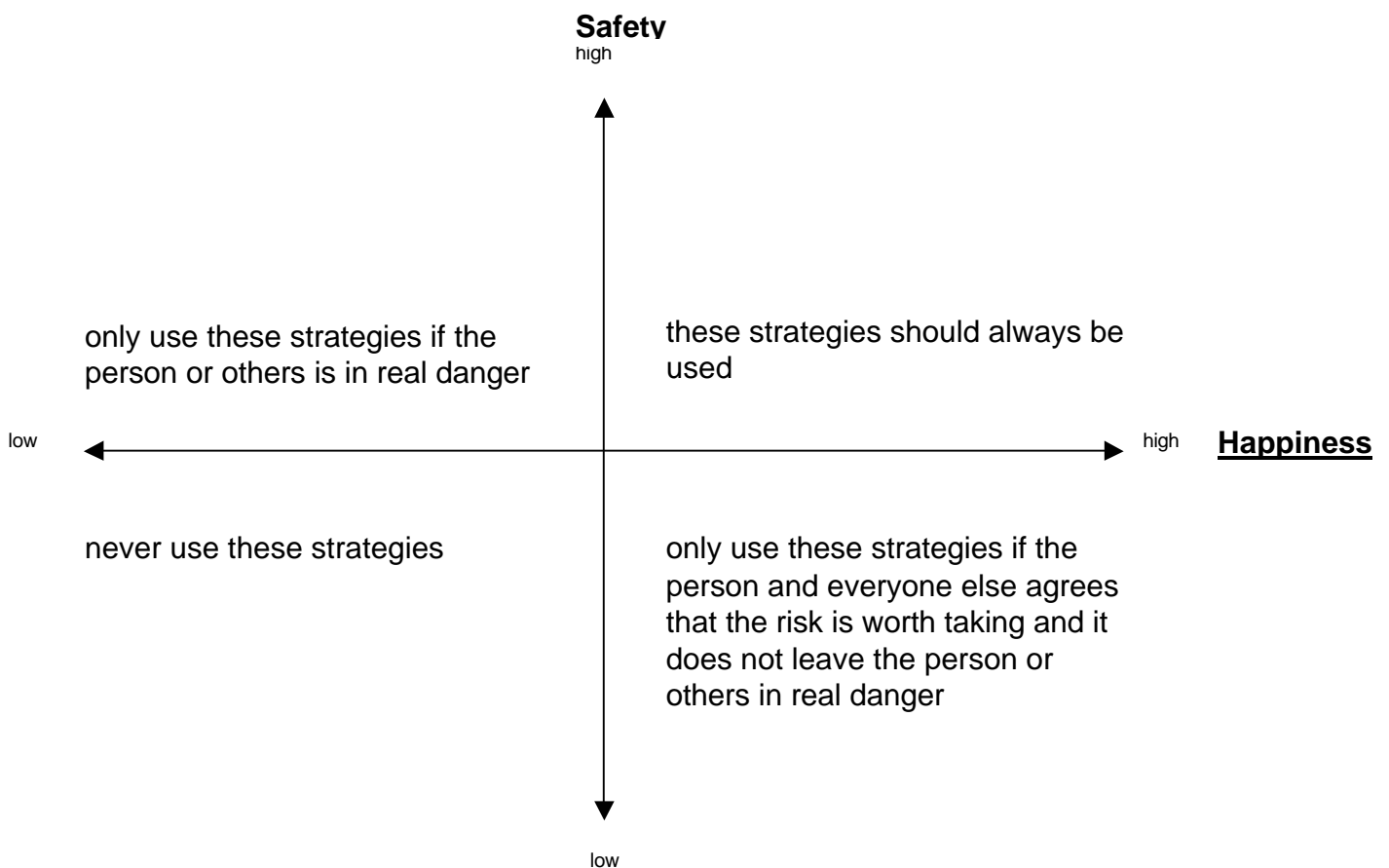
Think about these in relation to:

- *adaptations to the immediate environment*
- *accommodations to change what is usually going on*
- *support to the individual*
- *training for staff*
- *further work which needs to be done to find out more about the issue*

Brainstorm lots of different ideas. It is important at this stage to come up with lots of different ideas. You will evaluate them later.

6. Balancing safety and happiness

Each strategy to manage the issue needs to be evaluated against what likely impact the response is going to have in relation to the safety of the person and others, and the happiness of the person. Represent each one on a graph like this.



Depending upon where you place each of your strategies should be the major influencing factor in deciding which you adopt and which you abandon.

7. Summary

You should by now have:

- *become clear about the issue*
- *become clear about when and maybe why it happens*
- *understood the potential consequences of the issue*
- *understood the potential opportunity lost in relation to what is important to the person*
- *devised strategies to reduce or manage the issue*
- *evaluated those strategies in terms of the impact upon the safety of the person and others and their happiness*
- *made a decision as to which strategies you will adopt*

You now need to decide what record keeping you will need around this issue and the intervals at which you want to review progress.

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