

# **Working with people with ABI**

## **Materials for facilitators and presenters**

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## A. Introduction

People working with people with ABI need to:

- Have an introductory understanding of ABI (and the similarities and differences with other work with which they may be familiar [e.g. aged care, intellectual disability, mental health, etc])
- Be aware of the diversity of people with ABI and the impact of their injury
- Be aware of the how to approach working with people with ABI (appropriate for their work role).
- Identify new strategies for working with people with ABI that could be used in their work (appropriate for their work role).
- Identify their learning needs in working with people with ABI and also strategies in their work place for knowledge building about working with people with an ABI (and be aware of relevant learning materials, other supports and how to use them).

The web site [www.ABIStaffTraining.info](http://www.ABIStaffTraining.info) has self study modules and training resources to help people working with people with ABI to achieve these goals.

The learning materials have been designed for:

- Information and referral staff
- Support workers
- Program staff
- Case managers
- Managers.

The learning materials have also been designed so that they can be used in staff meetings, staff development sessions, agency forums, staff supervision and by external trainers running training workshops.

This document outlines:

- **B. Learning opportunities:** the variety of learning situations where the learning materials could be used
- **C. Resources:** all the learning materials available (handouts, graphics, videos, etc)
- **D. Staff and agency meetings and forums:** suggested processes for using the learning materials in staff and agency meetings and forums
- **E: Staff supervision:** suggested processes for using the learning materials in staff supervision
- **F. A one day Workshop:** suggested processes for a one day training workshop: Working with people with ABI An Introduction

All of the learning materials referred to in this document are available from the web site [www.ABIStaffTraining.info](http://www.ABIStaffTraining.info)

The handouts, worksheets and tools are available from the web site in the separate PDF document *Working with people with ABI: Training materials Handouts, Worksheets & Tools*

The materials have been developed by the Agency for Clinical Innovation in consultation with a wide range of stakeholders with funding from NSW Ageing Disability and Home Care an agency of NSW Department of Family and Community Services.

## **B. Learning opportunities**

The resources available on the web site ([www.ABIStaffTraining.info](http://www.ABIStaffTraining.info)) are intended to support learning opportunities. The resources are listed in Section C. Resources below.

The resources can be mixed and matched for a variety of purposes. Some of the purposes that are envisaged are listed immediately below. Sections D, E and F below include suggested processes for each of these learning opportunities.

### **Staff and agency meetings and forums presentations**

#### *Opportunities*

At staff meetings there is often an opportunity for 10 to 15 minutes to report on current initiatives, activities staff have undertaken, such as training, and so on.

There are opportunities at staff development forums to have a longer presentation on specific topics. Sessions might be 45 to 90 minutes long.

Working with people with ABI is an interagency activity in that many services and agencies have to work together to achieve good outcomes for people with ABI. There are opportunities for interagency forums to discuss these issues and build service network capacity.

#### *Topics*

Topics that could be used in each of these opportunities (for varying lengths of time) are:

What is ABI?

Working with people with ABI

Tools and strategies for working with people with ABI

Working with people with ABI - A case study

ABI: The emotional impact

Case management and working with people with ABI

Building knowledge and skills and service network capacity.

The process and resources needed to run these sessions, whether for 15 minutes at a staff meeting or for 45 to 60 minutes at a staff development session are in section *D. Staff and agency meetings and forums*.

### **Staff mentoring and supervision**

In staff mentoring and supervision some topics that may usefully come up for discussion are, for example:

How do I approach working with people with ABI - what's different to working with aged care, people with intellectual disability etc?

What skills and knowledge do I need?

What are my survival strategies for working with people with ABI?

Processes and resources that mentors and supervisors may find useful are in section *E: Staff supervision*.

## Training workshops

The learning materials can be used in formal training workshops. Four topics that could be made into a one day workshop are:

1. Introduction to ABI
2. Approaching working with people with ABI
3. Practical strategies for working with people with ABI
4. Building skills and service network capacity.

These four topics could be run as four 90 minute sessions on four different days, two 90 minute sessions on 2 days or 4 sessions on 1 day.

Processes, handouts, etc are in section *F. A one day Workshop*.

It is assumed the Workshops Presenter(s) has both skills in facilitating adult learning and knowledge and skills in working with people with ABI.

If the presenter were unfamiliar with knowledge and skills in working with people with ABI then it would be useful to complete the two on-line modules before presenting this workshop.

## C. Resources

This section includes an overview of the learning materials that could be used in staff training and development and workshops.

All the learning materials are available for download from the web site ([www.ABIStaffTraining.info](http://www.ABIStaffTraining.info)).

The resources include:

- a) Handouts
- b) Graphics
- c) Video stories
- d) Video clips
- e) Tools & checklists
- f) Worksheets
- g) [ABISStaffTraining.info](http://www.ABIStaffTraining.info) web site

They are all listed and briefly described below so that it is possible to pick and choose the set of learning materials appropriate for your use.

## **a) Handouts**

The following handouts are available from the web site. Handouts 2, 3 and 4 have both short and long versions (2A, 3A and 4A are the long versions).

### **Handout 1: ADHC and ABI (2 pages)**

An overview of ADHCs current plans and priorities for working with people with ABI. This Handout includes the priorities in *Stronger Together Phase two: 2011- 2016*.

### **Handout 2 : Introduction to Acquired Brain Injury ( 2 pages)**

#### **Handout 2A : Introduction to Acquired Brain Injury (17 pages)**

An introduction to ABI covering: What is ABI? Causes of ABI. Rehabilitation & the rehabilitation process. Common effects and impacts. Working with people with ABI.

The short version would be useful for introducing the topic at a staff meeting. The long version would suit a staff development session.

### **Handout 3 : Approaching working with people with ABI (3 pages)**

#### **Handout 3A : Approaching working with people with ABI (12 pages)**

Key messages about how staff working with people with ABI need to approach how they go about their work. High level messages are about: unique individuals building independence; working through emotions and relationships; and working with services. Working with people with ABI is different to working with aged people, people with intellectual disabilities and people with mental illness.

The short version would be useful for introducing the topic at a staff meeting. The long version would suit a staff development session.

### **Handout 4 : Practical strategies (2 pages)**

#### **Handout 4A : Practical strategies (7 pages)**

An overview of tools and strategies available to help staff work with people with ABI. There are tools and strategies for information and referral workers, support staff, program staff, case managers and managers.

The short version would be useful for introducing a list of practical strategies at a staff meeting. The long version would suit a staff development session.

### **Handout 5 : Working with people with ABI: Practice wisdom (4 pages)**

Distilled wisdom from people with ABI, the family members and staff working with people with ABI. This practice wisdom highlights important take-home messages for anyone working with people with ABI.

### **Handout 6 : Building knowledge, skills and service capacity (2 page )**

Opportunities for workplace learning. This could be used in a workplace exploring how to further build skills and knowledge about working with people with ABI. Opportunities for building individual skills and knowledge.

The above handouts are primarily text based. In addition there are two sets of handouts that are based on the interactive graphics. They reduce each interactive graphic to one summary image.

### **Graphics Handouts 1 : Introduction to Acquired Brain Injury (5 pages)**

### **Graphics Handouts 2 : Introduction to Acquired Brain Injury (5 pages)**

## **b) Graphics**

There are 19 graphics that highlight key messages in the learning materials.

These graphics:

- are embedded in the two self-study modules on the web site
- can be used as handouts
- can be used as interactive graphics in presentations using data projectors or small group work around a PC.

These 19 graphics taken together contain the essence of the take home messages all staff need to understand in working with people with ABI.

Graphics 1 to 10 combine to form an **Introduction to ABI**

Graphics 10 to 19 combine to form an introduction to **Working with people with ABI**.

### *An introduction to ABI*

#### **Graphic 1: A person's abilities**

A person's abilities: self-care; getting along with others; life's activities; participation; cognition; and mobility. This interactive graphic highlights a healthy person's abilities. A useful starting point before exploring ABI.

#### **Graphic 2: A person's life span and ABI**

Lifespan: birth; preschool years; school years; young adult; middle aged; retirement; old age.

This interactive graphic highlights the point of impact of an ABI in the lifespan; and principles for person centred planning.

#### **Graphic 3: What is acquired brain injury?**

Definition of ABI: an injury to the brain; as a result of a cause; resulting in impairments for the person.

#### **Graphic 4: Primary causes of acquired brain injury**

Primary causes of ABI: trauma; stroke; hypoxia/anoxia; alcohol related; infection; degenerative diseases; other.

#### **Graphic 5: The brain - lobes and functions**

An interactive graphic highlighting areas of the brain and their respective functions.

#### **Graphic 6: ABI: Severity**

An interactive graphic highlighting common categories of severity and indicators of severity.

#### **Graphic 7: ABI: Cause to impact**

An interactive graphic highlighting for different individuals: cause; injury; effect; specific impairments; impacts.

#### **Graphic 8: Rehabilitation**

An interactive graphic highlighting the essence of rehabilitation.

#### **Graphic 9. ABI: Rehabilitation pathways**

An interactive graphic overview of the stages of rehabilitation for sudden onset ABI: hospital; from hospital to home; social rehabilitation; and impacts.

#### **Graphic 10. Working with people with ABI**

An interactive graphic highlighting the key messages for working with people with an ABI. The three high level domains are: unique individuals building independence; working through emotions and relationships; working with services. There are sub-points within these and key messages for each sub-point.



## *Working with people with ABI*

### **Graphic 10. Working with people with ABI**

An interactive graphic highlighting the key messages for working with people with an ABI. The three high level domains are: unique individuals building independence; working through emotions and relationships; working with services. There are sub-points within these and key messages for each sub-point.

### **Graphic 11. ABI: Unique individuals building independence**

An interactive graphics highlighting key messages in relation to building independence and that working with people with ABI is different from working with people in aged care, intellectual disability, mental health, etc.

### **Graphic 12. ABI: Cognitive impairment - problem - support**

An interactive graphic highlighting for different individuals: cognitive impairment; problems arising; and support strategies.

### **Graphic 13. ABI: Working through emotions and relationships**

An interactive graphic highlighting key messages about working through emotions and relationships.

### **Graphic 14. ABI: Grief and loss**

An interactive graphic highlighting the grief and loss process and specific reactions for different individuals and what's unique about the process for people with ABI

### **Graphic 15. ABI: Working with services**

An interactive graphic highlighting five key messages about working with services: pathways for life, case management is different, friends and family are where change happens, teamwork and working with the services network.

### **Graphic 16. ABI: Service pathways**

An interactive graphic highlighting common service pathways for individuals with ABI.

### **Graphic 17. ABI: Case management**

Highlights how the case management process wraps around and interacts with the person with the ABI: engagement; assessment; planning; implementation; monitoring; review. Case management settings and key points for case managers.

### **Graphic 18. ABI: Roles and practice tips**

Interactive graphic highlighting practice tips and strategies for different roles: information and referral; support worker; program staff; case manager; manager; family and friends.

### **Graphic 19. ABI: Building knowledge & skills and service network capacity**

Interactive graphic highlighting knowledge and skills for staff in different roles: information and referral; support worker; program staff; case manager; manager; family and friends. It also notes service network capacity building.

The two sets of graphics are also available as handouts:

### **Graphics handouts 1 : Introduction to Acquired Brain Injury**

### **Graphics Handouts 2 Working with people with ABI**

### **c) Video stories**

There are 8 video stories. They range in viewing time from 3 minutes to 11 minutes.

Each is a **stand alone short story**.

The video clips in section d) *Video clips* provide more in depth background material around each of these 8 video stories.

Collectively the 8 video stories provide the viewer with an introduction to a wide variety of people with a wide variety of ABIs.

At a staff meeting one or two of these video stories could be used to introduce the topic *What is ABI?*

In a one day Workshop one might use 1 or 2 or the video stories in each session so that participants see 6 or 7 video stories in a one day workshop.

#### **1. Jonathan (11 mins)**

Jonathan was hit by a car when he was 12 years old. He had a severe traumatic brain injury. At the time of the injury he had a very poor prognosis - unlikely to regain any previous function. He had extensive rehabilitation. He is now in his mid 20's living with his family. He is learning to drive and has several part time jobs.

#### **2. Ian (9.5 mins)**

Ian was an electrician. He has two children. He had a stroke while at work about 20 years ago. He is now in his 50s'. He has spasticity down the right side of his body and memory and speech problems. He now lives by himself in supported accommodation. His parents are also an important support.

#### **3. Gabby (3.5 mins)**

Gabby worked in workers compensation. She was a tri-athlete. She is in her mid 30s. She was training on her bike for her first iron man triathlon and was hit by a car 10 months ago. She has optical, memory and concentration issues. She lives with her parents.

#### **4. Ray (5 mins)**

Ray had a heart attack in a fun run and suffered hypoxic brain injury. He was in his mid 40s. He is now 50. He has returned to work and driving. He has some cognitive impairments. He was married. He now lives by himself.

#### **5. Gabrielle (11 mins)**

About two and a half years ago Gabrielle went to a beach party and then back to her friend's unit. She fell over a balcony railing onto a concrete garage roof four floors below. She was in a Brain Injury Unit for about 7 months. She is 18, living at home and finishing Year 12.

#### **6. Scott (5 mins)**

Four and a half years ago at the age of 25 Scott suffered an hypoxic brain injury. He had an extremely severe brain injury. He has severe mobility and communication problems. His muscles have atrophied. He is now confined to a wheelchair and has 24 hour support.

#### **7. Andrew (4 mins)**

Andrew is in his 40s. He was a pedestrian in a car accident about five years ago. He had a partner. He has children. He has cognitive and behaviour issues. He now lives in supported accommodation with 24 hour support.

#### **8. Wazza (10 mins)**

Wazza was in a car accident about 30 years ago. He was in hospital for a number of years. He has mobility and memory problems. He can't walk for long periods. He now lives in supported accommodation with another person who also has a brain injury. He gives talks in the community to educate people about the impact of driving offences causing accidents.

## **d) Video clips**

These 22 short video clips vary in length from 45 sec to 6 minutes.

These video clips provide more in depth background material around each of the 8 video stories in the previous section c) Video stories.

The video clips are all embedded in the two self-study modules in the web site.

They are clips of people with ABI, support workers, case managers and family members talking about their experiences and what they have learnt.

In the self-study modules they are linked with other learning materials.

The ones marked with an \*\* are longer and would be especially useful to view in a workshop or a staff forum as a stand alone video on a specific topic.

The shorter ones are useful discussion starters on specific topics.

The title of each video clip includes who is speaking and the topic under discussion.

All video clips that are directly referring to the people in the video stories begin with the name of the person in the video story.

### **Clip 1 : Andrew's Support Worker : Challenges. (1 min)**

The challenges of being a support worker.

### **Clip 2 : BIU Case Managers : Role & service process (2 min)**

Being a Brain Injury Unit case manager: roles and service processes

### **Clip 3 : BIU Case Managers : Challenges on Discharge (1 min)**

The challenges on discharge from a Brain Injury Unit.

### **Clip 4 : BIU Case Managers : Specialist Roles. (1 min 45 sec)**

The specialist roles working with people in the Brain Injury Unit and also in moving back into the community

### **Clip 5 : Gabby : Before and After (2min 30 sec) \*\***

Gabby describing how she was before the accident and how she is after the accident.

### **Clip 6 : Gabby's Mother : Service Pathway (3 min)**

Gabby's mother describing Gabby's service pathway.

### **Clip 7 : Ian's Parents : Event, Impact, Learnings, Hope (6 min) \*\***

Ian's parents talking about the event that caused the ABI, the impact that it had, what they have learned and what they are hoping for.

### **Clip 8 : Ian's Support Worker : Unique & Getting to Know (45 sec)**

People with ABI are unique and it takes time to get to know them.

### **Clip 9 : Ian's Support Worker : Not Personal (1 min 45 sec)**

It is important not to take things personally when working with people with ABI.

### **Clip 10 : Case Manager : Learnt in 6 Months (1 min 20 sec)**

A case manager talking about what they have learnt about case managing people with ABI.

### **Clip 11 : Case Manager : Clients In Community (1 min 45 sec)**

A case manager talking about people with ABI's experiences in the community.

**Clip 12 : Case Manager : Friends (1 min)**

A case manager talking about people with ABI and friends.

**Clip 13 : Jonathan & Mother : The Story (7 min)**

Jonathan's mother (& Jonathan) talking about what happened - the impact, rehabilitation, etc

**Clip 14 : Jonathan & Mother : 2 The Emotional Impact (3 min 40 sec) \*\***

Jonathan's mother (& Jonathan) talking about the emotional impact of what happened.

**Clip 15 : Jonathan's Mother & Father : Paper Cranes (3 min 45 sec) \*\***

Jonathan's mother (& father) talking about the value of writing a diary and how it turned into the book Paper Cranes.

**Clip 16 : Case Manager ABI and Disability (2 min)**

A case manager talking about the difference of case managing people with ABI and people with disability.

**Clip 17 : Case Manager : Experience Of Case Management (6 min) \*\***

A case manager talking about the experience of what it is like being a case manager.

**Clip 18 : Case Manager : Role As Case Manager (2 min)**

A case manager describing her role as a case manager.

**Clip 19 Scott's Worker : Role & What Others See (1 min 45 sec)**

Scott's worker talking about his role and how other people see Scott.

**Clip 20 Wassa's Support Worker : Before and after (1 min)**

Wassa's support worker talking about before and after the ABI.

**Clip 21 Wassa's Support Worker 2: Tips for new workers (1 min)**

Wassa's support worker suggesting tips for new workers.

**Clip 22 Wassa's Support Worker 3: People with ABI are different (45 sec)**

Wassa's support worker talking about how people with ABI are different / unique.

## **e) Tools & checklists**

There are 12 Tools and Checklists.

They are available as PDFs from the web site.

### **Tool 1 : Open to the possibility a person has an ABI**

All staff in services, especially those on reception or information and referral workers need to be open to the possibility of a person having an ABI. This tools provide tips.

### **Tool 2 : Conversation tips**

People with ABI often have difficulty with communication and language. This tool provides some conversation tips.

### **Tool 3 : Looking for indicators of ABI**

If you think a person may have an ABI you may need to ask questions to help understand the person, their ABI and their needs. The tool provides some useful questions to ask the person with ABI, and/or family members or support workers. It is not a diagnostic tool. It is intended to help identify the possibility of an ABI.

### **Tool 4 : Strategies for dealing with specific cognitive changes**

People directly supporting people with an ABI need strategies for dealing with specific cognitive changes. This Tool outlines the :

- cognitive impairments that can occur after an ABI
- problems that arise because of the impairment and
- management strategies than can be used to deal with the problems.

### **Tool 5 : Case manager's issues checklist**

This Tool is a checklist a case manager can use to ensure they have considered all the relevant issues with a person with ABI when they are setting goals and developing plans.

### **Tool 6 : Sources of information to assess needs**

This Tool is a list of sources of information that may be relevant when a case manager is setting goals and developing individual program plans.

### **Tool 7 : Individual program plan**

This Tool is a list of headings one might use in an individual program plan.

### **Tool 8 : Tips for setting goals**

This Tool provides tips for setting goals when working with people with ABI.

### **Tool 9 : Managing and supervising staff**

This tool is an overview of what good staff management and supervision includes. It sets the context for Tools 10 and 11.

### **Tool 10 : Working with ABI : The disillusionment process**

Staff working with people with ABI can experience a disillusionment process - especially when staff management practices are not working. This tools outlines the disillusionment process and strategies for dealing with it.

**Tool 11: Preventing stress**

Good management processes will prevent stress and the disillusionment process from occurring. This Tool outlines causes , symptoms and prevention strategies for staff stress.

**Tool 12 : Essential survival tips for people working with people with ABI**

This tool outlines essential survival tips for all staff working with people with ABI.

## **f) Worksheets**

There are five worksheets that can be used in staff meetings, staff development sessions and training workshops.

They are available as PDFs from the web site.

### **Worksheet 1 : Check what you know**

This is a one page test to check what a person' knows about ABI.

It is a starting point for discussion, not a comprehensive test.

### **Worksheet 2 : ABI Questions in the workshop**

This is a worksheet for use in a workshop. It asks key questions that will be used throughout the workshop and provides space for people to record their responses to the key questions.

### **Worksheet 3 : Case study**

#### **Worksheet 3A : Case study : Suggestions answers to some questions**

Worksheet 3 is a case study and questions for use in a staff development session or workshop.

Worksheet 3A are discussion points for the facilitator to use in the discussion of the answers to the questions in Worksheet 3.

### **Worksheet 4 : Improving working with people with ABI : Learning and service network issues**

This is a Worksheet for use in a staff development session or workshop.

### **Worksheet 5 : Working with people with ABI ... Can you?**

This is a checklist of competences needed by staff who are working with people with ABI.

It is a list to help identify what areas a person feels competent in. It is not a comprehensive test of their competence.

## **g) ABIStaffTraining.info web site**

All the resources referred to in this document are available from the web site.

The web site includes two self-study modules and considerable additional background information.

The structure of the web site is:

### **Self Study Modules**

1. Introduction to ABI
2. Working with ABI

### **ABI, People and practicalities**

3. Types of ABI
4. People with ABI
5. Practical tools
6. Practice wisdom

### **Case management and services**

7. Case management
8. Services network
9. Tools for services

### **Building knowledge**

10. Worker roles
  - Information and referral staff
  - Support workers
  - Case managers
  - Managers
  - On-line learning
11. In the workplace
  - Mentoring and supervision
  - Team meetings
  - Interagency forums
  - Workshops
12. For reference including:
  - Materials for facilitators and presenters
  - Videos
  - Graphics
  - Handouts
  - Facts sheets
  - Books
  - Organisations



## D. Staff and agency meetings and forums

There are many opportunities for incorporating learning into staff meetings, staff development sessions and agency meetings and forums.

The following are process suggestions. They are illustrative rather than comprehensive. The processes can be changed to suit the situation.

The suggested processes assume that a data projector is available for showing videos and/or interactive graphics from a computer.

The processes are ordered by topic.

Within each topic there are a shorter and longer versions of suggested process. The session lengths could be varied considerably by allowing more time for discussion as small groups or large groups.

Videos are used in all the processes to ground the work in real people with ABI, their families, support workers, case managers and so on.

There are 8 Video Stories. All 8 are included at least once in the suggested processes. The Video stories are of different length. Their suggested placement in the processes below has been based on both their length and content.

In any particular process the videos could be swapped for different ones if appropriate e.g. to highlight particular points. One would need to view all 8 videos to make appropriate swaps.

Topics include:

1. What is ABI? (10 to 15 mins & 45 mins)
2. Working with people with ABI (10 to 15 mins & 45 mins)
3. Tools and strategies for working with people with ABI (10 to 15 mins & 45 mins)
4. Working with people with ABI - A case study (45+ mins)
5. ABI: The emotional impact of ABI (45 + minutes)
6. Case management and working with people with ABI (45 mins)
7. Building knowledge and skills and service network capacity (45 + mins)

## 1A. What is ABI?

### A brief introduction (10 to 15 minutes)

#### Resources

Graphics 1, 3, 4, 5,  
7

Video 3

Handout 2

#### Process

This is a brief introduction to acquired brain injury.

We will look at a 3 minute video of Gabby who has a traumatic brain injury and then highlight key points about: What ABI is. Its causes. Its consequences and how to work appropriately with people with ABI.

Gabby has an ABI.

Play Video 3 Gabby (4 mins)

Introduction to ABI (6-8 minutes)

Show Graphics 1, 3, 4, 5 & 7 (if there is a longer time use other graphics from 1 to 10)

Use Handout 2 as the basis for a brief commentary on the graphics.

Give particular emphasis to: Graphic 5. The brain, lobes and functions Graphic 7. ABI Cause to impact.

Give participants copies of Handout 2.

Further learning opportunities: Highlight the learning materials available on the web site, in particular the two self-study modules and the 7 other video stories. (1-2 mins)

## 1B. What is ABI

### A longer session (45 minutes)

#### Resources

Graphics 1 to 10  
Video Stories 1 & 3  
Video Clip 16  
Handouts 2 & 2A

#### Process

This is a brief introduction to acquired brain injury. We will

- look at two short videos of people with ABI,
- highlight key points about: What ABI is. Its causes. Its consequences and how to work appropriately with people with ABI.
- allow time for discussion.

#### Meeting people with ABI (15 mins)

Gabby has an ABI.

Play Video 3 Gabby.

Ray has an ABI

Play video 4 Ray.

Allow time for comments and observations on the two video stories .

Highlight the differences between the two stories e.g. Ray had a stroke. Gabby had a traumatic brain injury. Gabby is aware of her impairments, Ray is less aware. Gabby is younger. Ray is older. Gabby is living with her parents. Ray is living by himself.

#### Introduction to ABI (15 mins)

Show graphics 1 to 10. If time is shorter Graphics 1, 3, 4, 5 & 7 )

Use Handout 2 as the basis for a brief commentary on the graphics.

Give particular emphasis to: Graphic 5. The brain, lobes and functions  
Graphic 7. ABI Cause to impact.

Allow time for comments and observations both during the graphics and at the end of the graphics.

Give participants copies of either Handout 2 or the longer version Handout 2A.

#### Implications for working with people with ABI (15 mins)

We will now watch a short video clip where a case manager talks about working with people with disability and working with people with ABI.

Play video clip 16 : Case Manager ABI and disability (2 min)

Questions for discussion:

Who do you usually work with?

What is different about:

- a) People with ABI compared with the people you usually work with?
- b) Working with people with ABI compared with the people you usually work with?

#### Learning opportunities

Highlight the learning materials available on the web site, in particular the two self-study modules.

## 2A. Working with people with ABI

### A brief introduction (10 to 15 minutes)

#### Resources

Graphics 10, 11 & 14

Video Story 7

Handout 3

Video Clips 1 & 8

#### Process

This is a brief introduction to working with people with ABI. It assumes you have had some introduction to ABI - what it is, its causes and effects.

We will watch a video of Andrew who has an ABI. Highlight some key points about working with people with ABI.

Andrew has an ABI (4 mins)

Show video.

Introduction to working with people with ABI (6-8 mins)

Show graphic 10 (and 11 & 14 as needed)

Use Handout 3 as the basis for a brief commentary on the graphic.

Give particular emphasis to: Graphic 11 Unique individuals building independence (and the work being different from work in other kinds of services). Graphic 14. Grief and loss

If time permits: Show

Video Clip 1: Andrew's support worker: Challenges (1 min)

Video clip 8: Ian's support worker: Unique and getting to know (45 sec)

Give participants copies of Handout 3.

Learning opportunities: Highlight the learning materials available on the web site, in particular the two self-study modules and the other 7 video stories.

## **2B. Working with people with ABI**

### **A longer session (45 minutes)**

#### *Resources*

Graphics 10, 11 & 14  
Video Stories 2 & 3  
Handout 2  
Video clips 1, 8 & 19

#### *Process*

This is a brief introduction to working with people with ABI. It assumes you have had some introduction to ABI - what it is, its causes and effects.

We will watch videos of Andrew and Ian who have an ABI and highlight some key points about working with people with ABI.

#### **Meeting people with ABI (15 minutes)**

Andrew has an ABI (4 mins)

Show video

Ian has an ABI (9.5 mins)

Show video

Allow a couple of minutes for comments and reaction to the videos. If time is short show the first half of Ian's video.

#### **Introduction to working with people with ABI (15 mins)**

Show graphic 10 (and 11 & 14 as needed)

Use Handout 3 as the basis for a brief commentary on the graphic.

Give particular emphasis to: Graphic 11 Unique individuals building independence (and the work being different from work in other kinds of services). Graphic 14. Grief and loss

Allow time for comments and observations both during the graphics and at the end of the graphics.

Give participants copies of either Handout 3 or the longer version Handout 3A.

#### **Implications for working with people with ABI (15 mins)**

Show video clips:

Video Clip 1: Andrew's support worker: Challenges (1 min)

Video clip 8: Ian's support worker: Unique and getting to know (45 sec)

Video Clip 19: Scott's Worker: role and what others see ( 1 min 45 sec)

Questions for discussion:

Who do you usually work with?

What is different about working with people with ABI compared with the people you typically work with?

What would you need to know more about to work appropriately with people with ABI?

#### **Learning opportunities**

Highlight the learning materials available on the web site, in particular the two self-study modules.

### 3A. Tools and strategies for working with people with ABI

#### A brief introduction (10 to 15 minutes)

##### *Resources*

Graphics 10 & 18

Video Story 5

Handout 4

Multiple copies of Tools relevant to the participants in the group

##### *Process*

This is a brief introduction to tools and strategies for working with people with ABI. It is intended to highlight resources you might find useful in your working with people with ABI. The resources are all available from the web site.

It assumes you have an introductory understanding of ABI and appropriate approaches to working with people with ABI.

We will watch a video of Gabrielle who has an ABI. Highlight some key points about working with people with ABI and tools and strategies that may be useful.

Gabrielle has an ABI

Watch Video 5 : Gabrielle (11 mins)

If time is short watch the first 5 minutes of the video.

Introduce the topic by situating it in the context of Working with people with ABI - Use Graphic 10

Highlight the tools available for different roles: Use Graphic 18 - base the commentary on Graphic 18 on both Handout 4A and the specific Tools relevant to the people in the group.

Give participants Handout 4.

Ask participants to identify what Tools and strategies might be useful to them from those listed in Handout 4.

Give participants copies of Tools that are useful to them.

Allow time for participants to look over the Tools and then ask for comments and reactions.

Learning opportunities: Highlight the learning materials available on the web site, in particular the two self-study modules and the full set of tools.

### 3B. Tools and strategies for working with people with ABI

#### A longer session (45 minutes)

##### Resources

Graphics 10, 18  
Video Story 5  
Handout 4  
Video Clips 3, 9 21  
Multiple copies of  
Tools relevant to the  
participants in the  
group

##### Process

This is a brief introduction to tools and strategies for working with people with ABI. It is intended to highlight resources you might find useful in your working with people with ABI.

It assumes you have an introductory understanding of ABI and appropriate approaches to working with people with ABI.

We will watch a video of Gabrielle who has an ABI. Highlight some key points about working with people with ABI and tools and strategies that may be useful.

#### Meeting people with ABI (15 mins)

Gabrielle has an ABI

Watch Video 5 : Gabrielle

Allow a couple of minutes for comments and reaction to the video. Highlight connections between the video and the tools you have identified may be relevant to your participants.

#### Introducing Tools for working with people with ABI (15 mins)

Introduce the topic by situating it in the context of Working with people with ABI - Use Graphic 10

Then highlight the tools available for different roles: Use Graphic 18 - base the commentary on Graphic 18 on both Handout 4A and the specific Tools relevant to the people in the group.

Give participants Handout 4.

Ask participants to identify what Tools and strategies might be useful to them from those listed in Handout 4.

Give participants copies of Tools that are useful to them.

Allow time for participants to look over the Tools and then ask for comments and reactions.

#### Implications for working with people with ABI (15 mins)

Play the following Video Clips:

Clip 3: Brain Injury Unit Case managers: Challenges on discharge (1 min)

Clip 9: Ian's support worker not personal (45 sec)

Clip 21 Wassas Support Worker 2 : Tips for new workers (1 min)

Questions for discussion:

Who do you usually work with?

What is different about working with people with ABI compared with the people you typically work with?

What do you need to know more about to work appropriately with people with ABI?

**Learning opportunities:** Highlight the learning materials available on the web site, in particular the two self-study modules and the full set of tools.

## 4. Working with people with ABI - A case study (45+ mins)

### Resources

Graphics 1, 2 & 10

Video Story 8

Video clip 21

Worksheet 3

Worksheet 3A

### Process

In this session we will look at some video clips of people with ABI and the people who support and work with them.

We will then work on a case study to explore how

- a) we would respond in each of our different roles and
- b) how we need to change how we work to make it appropriate to working with people with ABI

### Meeting people with ABI (15 mins)

Wazza has an ABI:

Video of Wazza (10 mins)

Clip 21 Wazza's support worker 2: Tips for new workers (1 min)

Ask for observations.

Use the questions in the Case study as pointers to observations you can make about the video.

### The Case Study ( 30 mins)

Set the context:

Graphic 1: A person's abilities

Highlight a healthy person's abilities

Graphic 2 : A person's life span and ABI

Highlight a person's lifespan

Graphic 10: Working with people with ABI

Highlight the case study which is about working with people with ABI and the key messages in this graphic.

Hand out Worksheet 3 to the participants.

Read the case study out loud.

Ask people to write their initial ideas to the answers to the questions - initially their own role and then others roles.

Break into small groups and discuss the answers for 10 minutes.

Form back into a large group and hear report backs and have discussion.

Use Worksheet 3 A : Case study : discussion points as a checklist to make sure the important points have been made.

Learning opportunities: Highlight the learning materials available on the web site, in particular the two self-study modules and the full set of tools.



## 5. ABI: The emotional impact of ABI (45 + minutes)

### Resources

Graphics 1, 2, 11 & 14

Video Story 2

Video Clips 3, 7, 13

### Process

This session presents some video clips of people with ABI and the people who support and work with them. The video clips focus on the emotional impact of ABI.

We will put the emotional impacts in context and discuss some of the implications for the way we work with people with ABI.

#### **Meet people with ABI and their carers (15 mins)**

Ian has ABI

Video 2 Ian (first 2 mins)

Video Clip 7: Ian's parents: Event, Impact, Learnings, Hope (6 min)

Video Clip 13: Jonathan and Mother: 2 The Emotional impact (3. min 40 sec)

Video Clip 3: BIU Case managers: Challenges on discharge (1 min)

Time for reactions and comments to the videos.

#### **Emotional impacts in context (15 mins)**

It is useful to provide some conceptual frameworks for the emotional impacts.

Graphic 1

Highlight a healthy person's abilities - what has been lost?

Graphic 2

Highlight a person's lifespan - when did the loss occur?

Graphic 11 : ABI: Unique individuals building independence

Highlight building independence from the point of the ABI on.

Graphic 14: Grief and loss

Highlight the elements of grief and loss and what's unique about grief and loss with people with ABI.

Time for questions and comments

#### **Implications for the way we work (15 mins)**

Discussion questions:

What are the emotional impacts for our clients, their family members, support workers and ourselves?

What are the implications for the way we work?

## 6. Case management and working with people with ABI (45 mins)

### Resources

Graphics 1, 2, 11 & 17

Video Story 8

Video clips 2,17, 18

### Process

This session presents some video clips of people with ABI and the people who support and work with them.

We will then discuss case management and work on a case study to explore

- how we could respond in our different roles and
- how we need to change how we work to make it appropriate to working with people with ABI.

### Meet people with ABI and their carers and case managers (15 mins)

Video 8. Wazza (first 5 mins)

Video Clip 2: Case Managers: Role and service process (2 min)

Video Clip 17: Case manager: Experience of Case management (6 min)

Video clip 18: Role as a case manager (2 min).

Time for reactions and comments to the videos.

### Case management conceptual frameworks (15 mins)

It is useful to provide some conceptual frameworks for the emotional impacts.

Graphic 1

Highlight a healthy person's abilities

Graphic 2

Highlight a person's lifespan

Graphic 11 : ABI: Unique individuals building independence

Highlight the emotional impact in terms of lifespan

Graphic 17: Case management

This is a generic view of case management.

What are the participants specific roles as case managers?

### Implications for the way we work (15 mins)

Discussion questions

What are the implications for the way we work as case managers?

Learning opportunities: Highlight the learning materials available on the web site, in particular the case management materials.

## 7. Building knowledge and skills and service network capacity (45 + mins)

### Resources

Graphic 10, 18, 19  
Handout 6

Worksheet 1, 5

### Process

This is a session to help us identify what we need to do to be able to better work with people with ABI.

It assumes you are already familiar with an Introduction to ABI and Working with people with ABI.

The three key questions are:

- a) What knowledge and skills do I need for my role?
- b) How do we build knowledge and skills in the work place?
- c) What are service network capacity issues and what do we need to do to address them?

Use Graphic 10 to highlight key messages about working with people with ABI.

### **Building individual knowledge and skills (15 mins)**

Use Graphics 18 and 19 to highlight areas for possible skills and knowledge.

Give participants Handout 6.

Give participants Worksheets 1 and 5.

Ask participants to complete Worksheets 1 and 5 and then answer the following 2 questions:

What knowledge and skills do I need for my role?

What are the learning opportunities available for me to gain this knowledge and skills?

Share answers in the large group.

### **Building knowledge and skills in the work place. (15 mins)**

Small and large group discussion on the questions:

How can we embed relevant knowledge and skills in our workplace?

What processes and systems need to change to more appropriately provide services to people with ABI?

### **Building capacity in the services sector (15 mins)**

Small and large group discussion on the questions:

What are the local service issues in working with people with ABI?

What could be done locally to address these issues?

## **E. Staff mentoring and supervision**

There are opportunities in staff mentoring and supervision for working on building knowledge and skills for working with people with ABI.

The following are 6 suggestions that draw on key ideas and use some of the learning materials.

### **Suggestion 1: Understanding ABI - the on-line module**

Ask the staff member to complete the on-line *Module 1: An introduction to ABI*.

Ask the staff member when using the module to complete the Pre-Test and Post Test and bring a printout of the questions and answers for discussion. If the staff member completes the tests the questions and answers will be emailed to him/her.

### **Suggestion 2 : Working with people with ABI - the on-line module**

Ask the staff member to complete the on-line *Module 2: Working with people with ABI*.

Ask the staff member when using the module to complete the Pre-Test and Post Test and bring a printout of the questions and answers for discussion. If the staff member completes the tests the questions and answers will be emailed to him/her.

### **Suggestion 3: How do I need to work differently with people with ABI from the people I usually work with?**

Give the staff member Handout 3A and ask them to bring back a list of specific ways in which they see themselves as working differently with people with ABI from the people they usually work with.

### **Suggestion 4: Working with people with ABI...Can you?**

Use Worksheet 6 as a discussion starter. Worksheet 6 is a checklist of competencies needed by staff who are working with people with ABI.

It is a list to help identify what areas a person feels competent in. It is not a comprehensive test of their competence.

### **Suggestion 5 : Tools and strategies**

Discuss Handout 4 and identify the most relevant tools and strategies for this staff member.

Ask the staff member to report back at the next session after trying one or more of them out.

### **Suggestion 6: Survival skills**

Discuss Tool 12: Essential survival tips for people working with people with ABI.

What does this person need to do to be able to better work with people with ABI?

## **F. A one day workshop: ABI & Working with people with ABI**

This is an outline of a one day workshop made up of four sessions.

The Workshop could be run as

- one full day
- two half days on different days
- four 90 minute sessions on different days.

It is assumed the Workshops Presenter(s) have both skills in facilitating adult learning and knowledge and skills in working with people with ABI.

If the presenter is unfamiliar with knowledge and skills in working with people with ABI then it would be useful before presenting this workshop to complete the two on-line self-study modules

1. *Introduction to ABI*
2. *working with people with ABI*

available at [www.ABIStaffTraining.info](http://www.ABIStaffTraining.info)

The suggested process for the workshop is illustrative. It can be modified to better suit the particular needs of the people attending.

The workshop outline includes:

- a) Outcomes to be achieved
- b) Potential participants
- c) Workshop parameters
- d) Workshop process and resources
- e) Workshop content

This is followed by a detailed process description for each of the four sessions:

Session 1: ADHC Directions & Introduction to ABI

Session 2: Approaching working with people with an ABI: Key messages

Session 3: Working with people with ABI Practical strategies

Session 4: Working with people with ABI: My own learning, workplace learning and service network capacity building

## **a) Outcomes**

Participants able to:

- Understand Ageing, Disability and Home Care's (ADHC) directions re acquired brain injury (ABI).
- Have an introductory understanding of ABIs (and the similarities and differences with other work with which they may be familiar [e.g. aged, intellectual disability, mental health, etc])
- Reflect on being introduced to a variety of people with ABI (through video etc).
- Be aware of the key building blocks of how to approach working with people with ABI (appropriate for the participants work role)
- Identify new strategies for working with people with an ABI that could be used in their work (appropriate for the participants work role)
- Identify what they need to know in working with people with ABI and identify strategies for themselves to build their own knowledge re ABI
- Identify strategies in their work place for knowledge building about working with people with an ABI (and be aware of relevant learning materials, other supports and how to use them).
- Identify local service network issues (in working with people with ABI) and what could be done to address them locally.

## **b) Potential participants:**

Examples of people who may come to Workshops include:

ADHC

Case Managers  
Intake and Referral Officers  
Therapists  
Local Support Coordinators  
Service planners/managers  
Home Care  
Group homes

ADHC funded services

Coordinators/ team leaders/ managers  
Case managers  
Care and Support Staff  
Information and Referral staff/ service providers  
ACP service provider staff  
Accommodation support provider staff

### **c) Workshop parameters**

Each Workshop will be open to people from a variety of roles. It is preferable to have Workshops for people coming from a variety of roles rather than Workshops specialising in one role at a time.

The number of Workshop participants will be up to 20.

The role of the Trainer is to facilitate adult learning using the skills and experience in the room.

Monitoring and evaluation will include: a Workshop Feedback Form

### **d) Workshop process and resources**

The Workshop process will include:

- Starting from where participants are at and enabling them to work on issues relevant to their roles. It is not a training session of “standardised content” for all participants but rather useful frameworks that can provide a foundation for further learning and practice.
- Input on ABI content both in the first session on ABI and embedded within the other sessions on key messages, strategies, learning and capacity building.
- Concurrent discussion groups of, for example, case managers, intake staff, support staff, etc with tasks designed specifically for each of them.
- Large group discussion and feedback where each of these groups can see the issues under discussion from different perspectives; emphasis on intra- and inter-agency response.
- Video materials to help introduce a variety of people with ABI
- Worksheets for activities
- Handouts

There will be extensive on-line resources for participants to use before/after the training.

## **e) Workshop content**

Each workshop will include:

### *Session 1 - Introduction to ABI*

Introductory information about the workshop and about ADHC and its ABI directions and introductory information about ABI:

- ABI - causes - TBI, stroke, brain tumour etc
- The brain - lobes and functions
- Severity, Rehabilitation
- Injury - effect (physical, cognitive etc) - behaviour
- Common effects
- Impact on life
- Challenges and strategies
- It is different to intellectual disability, mental health, aging, etc

### *Session 2 - Approaching working with people with ABI: Key messages*

People working with people with an ABI need to understand key building blocks about how to work with people with an ABI:

Unique individuals building independence

- a) Uniqueness of the individual & respecting their decisions
- b) Injury - effect - behaviour - support strategies
- c) For many people with ABI someone else needs to be the proxy for the frontal lobe
- d) Building independence

Working through emotions and relationships

- e) The person with ABI (e.g. loss, grief and rediscovery)
- f) Family members (e.g. emotional roller coaster)
- g) Workers (e.g. building relationships and interpersonal skills)
- h) Managers (e.g. disillusionment process)
- i) Case managers (e.g. emotional responses to work with)
- j) Grief and loss

Working with services

- h) Pathways for life after an ABI (including rehabilitation, moving to community, living with ABI and managing/planning for future life changes ...)
- I Case management as needed 'for life' (for some people)
- j) The family, community and support staff are where change happens
- k) Part of a team - who's who - including accessing specialist assessments and working as a team
- l) Working with the services network

### *Session 3 - Strategies*

Information about specific topics relevant to participants (and concurrent small groups and large group discussion). Could include strategies for:

- a) Support workers (e.g. communication, cognitive, behaviour, ...)
- b) Information and referral workers (e.g. what to listen for, ask about...)
- c) Case managers (e.g. approaching assessment, ongoing case management, creatively working with gaps in services...)
- d) Managers (e.g. choosing/allocating staff, ...)

Includes Tools for future use



*Session 4 - My own learning, workplace learning and service network capacity building*

What is a plan for your own learning? What's available?

What is a plan for what learning will work well in your workplace?

What resources are available to help in this?

What are the local service network issues (in working with people with ABI) and what could be done to address them locally?

What mentoring support is available?

# Workshop Process Outline

## Resources

## Process

### Session 1: ADHC Directions & Introduction to ABI

The workshop is opened.

Key point: Improving services to people with ABI

Description of the Workshop process

Session 1: ADHC and Introduction to ABI

Session 2: Working with people with ABI

Session 3: Strategies

Session 4: Learning and network capacity building

Session 1

ADHC and ABI

Introduction to ABI

ADHC priorities and the background to the workshop (including intended outcomes) are explained (5 minutes). What the Workshop is and is not.

Handout 1

Participants work individually writing down questions, issues and what they are wanting from the Workshop (3 minutes)

Worksheet 2

Introductions (20 to 25 minutes)

a) All participants introduce themselves, the organisation, their role and their questions, issues and what they are looking for.

b) As part of the introductions participants are questioned about their experiences and challenges, i.e. the introductions have a conversational tone.

c) At the end of the individual introductions there is a further group introduction by show of hands:

Who is working directly with people with an ABI?

Who is in what role: Support worker, information and referral, manager, case manager?

Who are most of your clients?: aged care, disabilities (other than ABI), people with specific diseases?

Other questions as appropriate ...

Video Story 1

Introducing one person with ABI and their story - including family members (10 minutes)

a) Show introductory video.

b) Share reactions to video in pairs for 2 minutes

c) Hear reactions back from a sample of participants.

## Workshop Process Outline

### Resources

Graphics 1 to 10

Handout 2A

### Process

Input on ABI:

a) Content on: (40 minutes)

ABI - causes - TBI, stroke, brain tumour etc

The brain - lobes and functions

Severity, Rehabilitation

Injury - effect (physical, cognitive etc) - behaviour

Common effects

Impact on life

Challenges and strategies

It is different to intellectual disability, mental health, aging, etc

b) Small group discussion (5 minutes)

What is new?

What are the implications?

What are your reactions?

c) Feedback to the large group from some of the small group discussions (3 minutes)

Drawing together Session 1 and Introduction to the focus for Session 2 (2 minutes)

### Resources

### Process

#### **Session 2: Approaching working with people with an ABI: Key messages**

Session 2 opens : (3 minutes)

Key point: What are the key messages about approaching working with people with an ABI?

Description of process:

Outline key messages

Alternatively viewing videos of people with ABI and presentation of more detail on key messages

Small group discussion on: If we used the key messages in our work how would we change the way we work?

Large group discussion.

Outline key messages: (15 minutes)

Handout 3A

Talk briefly to each of the key messages.

Unique individuals building independence (15 minutes)

Video and more detailed discussion of key messages:

Video Story 2

a) Uniqueness of the individual & respecting their decisions

Graphics 10 to 19

b) Injury - effect - behaviour - behaviour support

Handout 3A

c) For many people with ABI someone else need to be the proxy for the frontal lobe - the executive function

d) Building independence

Emotions and relationships (15 minutes)

Video and more detailed discussion of key messages:

Video Story 3

e) The person with ABI - e.g. grief, loss and rediscovery for the person

Handout 3A

f) Family Member and friends - e.g. coping and rebuilding relationships

g) The worker - e.g. the professional relationship with person & interpersonal skills (incl self-understanding about handling own stress, what pushes your buttons).

h) Managers (e.g. disillusionment process)

Handout 3A

i) Case managers (e.g. emotional responses to work with)

j) Grief and loss

Pathways services and the team (15 minutes)

### Resources

### Process

More detailed discussion of key messages:

- k) Pathways for life after an ABI (including rehab, moving to community, living with an ABI and planning for future life changes etc)
- l) Case management as needed 'for life' for some people
- m) The family, community and support staff are where change happens
- n) Part of a team - who's who - including accessing specialist assessments and working as a team
- o) Working with the services network

Small group discussion: (20 minutes)

If we used the key messages in our work how would we change the way we work?

Worksheet 2

Individual work: Identify the most relevant points for self and write in Worksheet 2

Report back from small groups and discussion in larger group. (10 minutes)

Draw the threads from Session 2 together and outline Session 3 (3 minutes)

**Resources**

**Process**

**Session 3 - Working with people with ABI  
Practical strategies**

Session 3 opens : (3 minutes)

Key point: What practical strategies will you find useful in your role?

Description of process:

Overview of practical strategies

Alternatively viewing videos of people with ABI and workers and more detail on practical strategies

Small group discussion on: Case study and practical strategies

Large group discussion

Handout 4A  
Graphics 10, 18  
Video Story 4

Outline overview of practical strategies: (15 minutes)

Talk briefly to each of the areas of strategies

Video - new story - focusing on support worker strategies

Support workers (15 minutes)

Video and more detailed discussion of key messages:

Cognitive

Communication/language

Physical/sensory

Emotional/behavioural/personality

Video Story 5  
Handout 4A

Video - new story - focusing on remaining strategies

Information and referral workers

What to listen for?

What to ask about?

Program staff

What to be aware of?

Case managers

Case management

Case management tools

Managers

Disillusionment

Stress

Tools included in Handout 4

Small group discussion: (20 minutes)

For this case what strategies would you use?

Individual work: Identify strategies you would need to use

Worksheet 3

Report back from small groups and discussion in larger group. (10 minutes)

Handout 5

Draw threads from all sessions together into Practice Wisdom in Handout 5

Draw the threads from Session 3 together and outline Session 4 (3 minutes)

**Resources**

**Process**

**Session 4 : Working with people with ABI:**

**My own learning, workplace learning and service network capacity building**

Session 4 opens (5 minutes)

Key points:

- Knowledge Map
- My individual learning
- Learning in my workplace
- The services network - capacity building

Description of process:

- Individual work
- Small and large group discussions

Videos - new people

Video Stories 6, 7

Input: Building knowledge skills and service capacity (10 minutes)

Handout 6

Individual activity (5 minutes)

- What do I need to learn?
- How can I do this?

Worksheet 2

Feedback & description of:  
What resources are available to help?

ABIStaffTraining.info

Small group discussions in threes (15 minutes)

- What learning is needed in our workplace?
- How could this happen?
- What resources are available?

Worksheet 2

Small group discussion on capacity building (20 minutes)

What are the local service network issues (in working with people with an ABI)?

Worksheet 2

What could be done to address them locally?

Review and consolidation (10 minutes)

Workshop conclusion (10 minutes)

Opportunity for all participants to share a comment, observation, reaction, etc