

Handout 1 - The FAIR approach

The FAIR Approach



Facts: What is the experience of the individuals involved and what are the important facts to understand?



Analyse rights: Develop an analysis of the human rights at stake

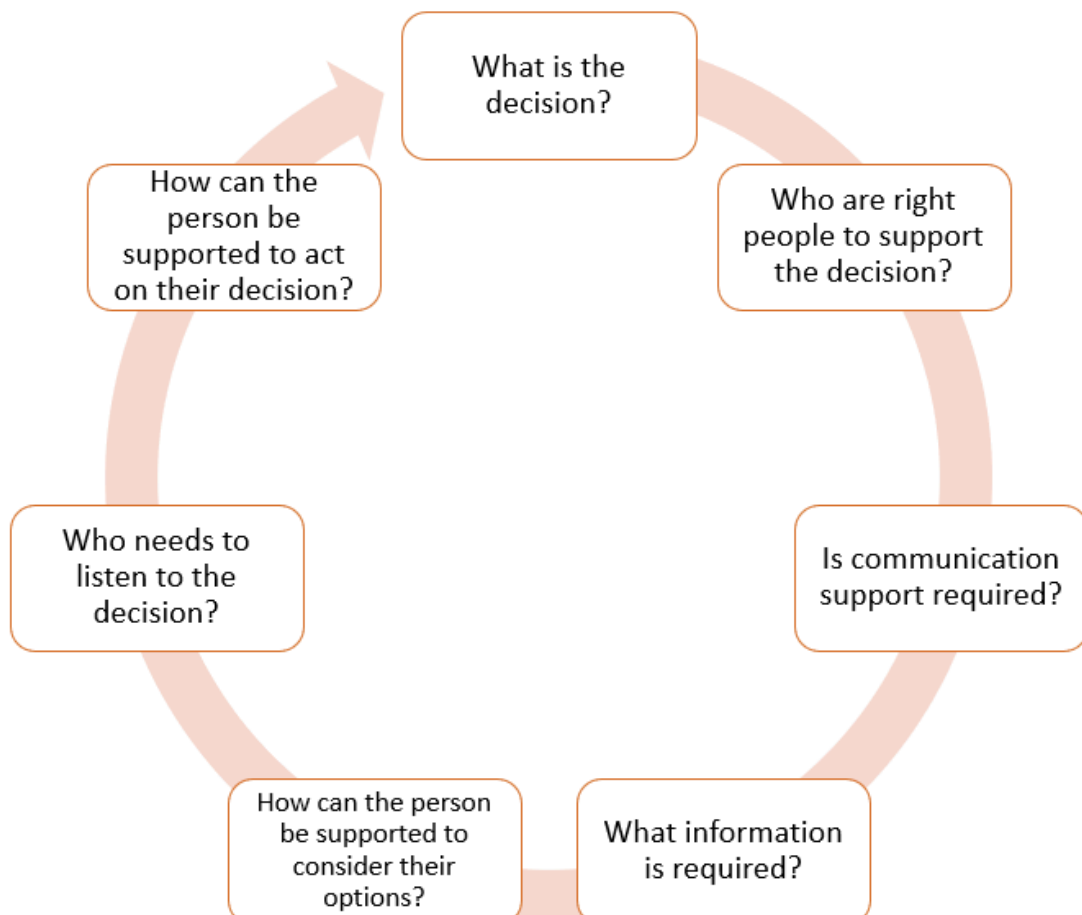


Identify responsibilities: Identify what needs to be done and who is responsible for doing it



Review actions: Make recommendations for action and later recall and evaluate what has happened as a result

Handout 2 - Process of supported decision making



Handout 3 - John's story

All identifying information has been changed.

John is in his 40s, living in a supported living flat with 2 other people. John has a learning disability and was described by other professionals as nonverbal.

John has been assessed as lacking capacity and his family has welfare and financial guardianship powers. John's family feels that John is unhappy in his placement and is in the process of viewing care home placements. John's support workers are of the view that John is happy in his current placement, and his social worker feels that John is properly placed after updating his support needs assessment.

The advocacy worker visited John at his home, who welcomed them and showed them around his flat. The advocacy worker noted that John's home is tailored to support his needs and adapted to ensure accessibility while also enabling John to independently manage tasks such as using the kitchen and toilet.

The advocacy worker used a range of techniques to understand John's preferences. The advocacy worker observed both verbal and non-verbal cues, such as John's enthusiastic reactions when discussing activities he enjoys. John used his own signs to communicate his preferences, which the support staff helped the advocacy worker translate. John responded positively when he was asked directly if he enjoys living at his house. The advocacy worker revisited the topic on multiple occasions to ensure consistency.

The advocacy worker observed John's interactions with support staff, noting his comfort, laughter and trust in their presence. John also demonstrated care and interest in supporting his housemates, while also feeling comfortable to leave the common area when he wanted to enjoy his own company.

The advocacy worker wrote both to the guardian and the social worker highlighting that according to their best interpretation of John's wishes, John feels comfortable in their current placement and there is no need for further move present. A decision was made for John to remain in his current placement.

The Advocacy Project Referral Form



Name: Betty

Age: 50

Address:

24 Main Street
Glasgow

Referring Issue:

The referrer advised that Betty is looking for support to share her views during a social work review of her living arrangements.

Communication Support:

Betty responds well to yes/no questions but referrer advised advocacy worker may need to clarify Betty's understanding.

Additional Information:

Betty currently lives in the community with her foster carer. Due to a change in circumstances, it is likely Betty's living arrangements will need to change.

For office use only.

Case reference number: 185632

Phone call to referrer

11/03/2025

Called the referrer. Referrer advised:

- Betty has been living with her foster carer for 26 years.
- Betty has a learning disability.
- Betty has a support worker who has a really good relationship with her.
- Betty attends a day centre twice a week. Betty goes to a cooking class on Tuesday mornings.
- Betty loves watching TV and her favourite TV is River City.

Betty's Story

All identifying information has been changed

Betty is a 50-year-old woman with a learning disability and has been living in the community with her foster carer, who is planning for a gradual retirement. This change means that Betty will need to transition to a new living arrangement. Betty is able to answer yes/no questions, however it is not always certain that Betty understands those questions.

An advocacy worker was allocated to support Betty make decisions about her future home. The advocacy worker adopted tailored communication methods to ensure Betty's voice was heard.

To support Betty effectively, the advocacy worker met with her on several occasions to build trust and give her ample time to engage with the decision-making process. This allowed the advocacy worker to explore the topic from different angles and to ensure that Betty was consistent in her views.

Talking Mats, a visual communication tool, was utilised to explore and clarify Betty's preferences. Topics discussed included Betty's preferred location, the number of residents in the new household, the type of support she needs, as well as other things that were important to Betty, like having access to the internet and her favourite shows, attending her clubs and being close to nature.

To further aid communication and understanding, the advocacy worker involved people Betty trusts and knows very well, including her support worker and foster carer. These individuals provided their views on what they thought might be important to Betty, allowing the advocacy worker to explore those topics further with Betty.

Betty has now moved to a supported living flat and has one flatmate. In her 4-week review, Betty advised that she feels happy in her new accommodation as it has a big TV and a garden, and she is still able attend her clubs and visit the people she cares about.