



## Seeking Feedback from People who are Supported by Kingswood Care Services: An involvement meeting summary report



**October 2018**



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### **Introduction**

Kingswood Care Services has been registered to provide residential homes with support to people with a learning disability since 1998. The service has also expanded to provide support to people living in their own homes.

This report has been written to provide an overview of the feedback that was provided by people during an involvement meeting that was held on 18<sup>th</sup> October 2018.

The purpose of the meeting was to ask people about a specific range of experiences with the intention to consider how these experiences reflected the overall quality of the services provided and the level of satisfaction with the service for the individual.

Kingswood Care Services has a legal responsibility to assess, monitor and improve the quality and safety of the service as set out in the Health and Social Care Act 2008 (Regulated Activities) Regulations 2014.

### **Involvement meeting design**

Some functional skills were considered necessary for people to meaningfully participate in the involvement meeting. People with mental capacity to recall, consider and communicate their experiences of care and support were identified and individually invited to the meeting in a letter.

6 people who live in residential homes attended the meeting (22% of people living in the residential service). 1 person who lives in his own home with support attended the meeting (14% of people receiving home support). Several people declined an invitation to the meeting.

When people arrived they were greeted and made to feel comfortable before a short projected presentation was used to supplement a discussion about the purpose of the involvement meeting (appendix 1). The presentation included 4 discussion themes with prompts to support people in a guided discussion concerning the theme. The 4 themes to be discussed at the meeting were:

1. Relationships
2. Person centred support plan
3. Using my skills
4. Feeling safe

Each theme was introduced for separate consideration and discussion before moving onto the next theme. People were given a form (appendix 2) to complete independently, or with support during the discussion. Each form included an area for people to write down their feedback. Each form also included a likert-type scale for people to consider an overall level of satisfaction relating to the discussion theme. Satisfaction questions were scored from one of the following options; extremely unsatisfied, unsatisfied, neutral, satisfied, extremely satisfied. The questions are listed below:

1. Overall relationships with staff?
2. Overall feelings about my support plan?
3. Opportunities to use my skills?
4. How I am supported to feel safe?

### **Interpreting the feedback**

Themes were identified in the feedback forms completed by each person in the group. These themes were agreed and coded by two senior managers who were responsible for guiding the discussion during the involvement meeting. Direct quotes were taken from the feedback forms to support and evidence themes.

The completed overall satisfaction scores were entered onto a bar chart for inclusion in the report.



### **Feedback about relationships**

People were asked to describe their relationships with staff and were provided with a range of open questions. Some examples of interactions that appeared to demonstrate good rapport were discussed by individuals in the group. People recorded the following statements on their feedback forms:

*"I like all the staff, I laugh with staff"*

*"I like my keyworkers"*

*"staff are supportive"*

*"I don't like shouting, I think that staff are happy and smiling"*

Rapport was reflected further when people discussed and recorded statements that acknowledged the occurrence of turn taking and co-ordination between people and support staff to get things done. These activities were discussed in the context of being important to individuals. For example:

*"I like drying up after staff have washed up, staff help me do my ironing. They help me with shopping and take me to all my clubs"*

*"I have my hair done"*

*"I like the managers they help"*

One person provided an insight into their feelings when new people begin working in his home. He recorded that:

*"new staff can be scary at first"*

When people were prompted to consider improvements staff can make to their support, the following themes were discussed. Some statements additionally conveyed some dissatisfaction with staff. statements recorded:

*"take me out more"*

*"(name).....says naughty words"*

*"some staff are noisy"*

*"some staff are rude"*



### **Feedback about person centred support plans**

Most people made comments and provided some detailed feedback to support that they knew what their person centred plan included and how they were involved. People discussed and wrote statements including:

*'Talk about things, I wrote things on the computer, I done my PCP with (name).....my keyworker (name).....about what I like doing, foods I really like, my support plan is different from everyone else's'*

*'it's about me'*

*"I have nearly done my tablets a year by myself.....I was involved by talking to (name)....."*

People gave some examples of their preferences that they associated with their person centred plan. Some people noted where their plan was kept.

*"I like playing on my tablet and karaoke"*

*"I like BOPH"*

*"My PCP is kept in the cupboard, in my bedroom"*

*"It's in the kitchen"*



### **Feedback about using skills**

People were asked to discuss and make comments on the skills that they use. They were able to provide some feedback that demonstrated respect for preferences and choice making. For example:

*"I can choose my clothes"*

*"I decide what to do each day"*

*"I don't like hoovering the stairs"*

*"I do my currys I make my hot chocolate in the evening"*

Some specific skills were evidenced when people spoke and recorded some of the skills based activities that they undertake. Individuals commented:

*"I make tea and I do knitting for people and I have a sewing machine as I have done a dog for the bottom of the door and I do darts and I have got to make 3 lemon cakes for one of my partys"*

*"I clean my bird cage by using the hoover to clean the bird mess up I put sandpaper in the tray...."*

*"I can read and write"*

Individuals were able to provide some feedback about their contribution to the home and they appeared to take some pride in helping other people and working together. For example:

*"help with the weekly shopping"*

*"I make drinks for everyone at Acorn house"*

*"I made (name).....a coffee. I pour coffee into the cup, she has 2 spoonfuls of milk. (Name).....always gives me a mark. She gives me 100 out of 11"*



### **Feedback about feeling safe**

People were asked about what is important for them to feel safe? They were prompted to consider the times that they have not felt safe and how staff support them at these times. People recorded the following comments when reflecting on their own experiences:

*"Staff talk to me. I don't like foxes. Staff rescue me"*

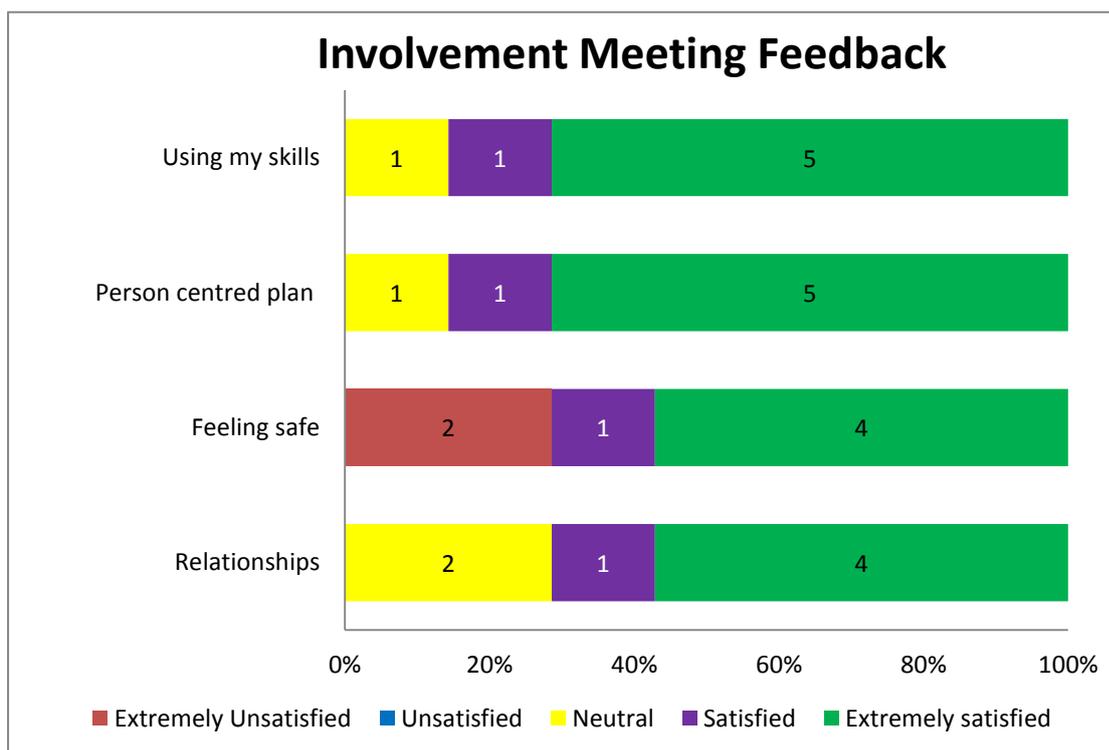
*"Sometimes when I am low I need more help and will cut my arm to and when I try to talk to the staff they will not talk to me....."*

*"If I am upset staff talk to me or angry. It helps me calm down"*

*"People make me safe at the Oakes. I grabbed people when I get upset people report to management"*

*"I'm not sure when I haven't felt safe.....when I get annoyed and frustrated they have a word with me in the office or dining room. They tell me are you ok. If I get upset they will be nice and kind and happy"*

## Satisfaction score feedback results



**Figure. 1** The level of satisfaction scored after discussion by individuals in each of four involvement meeting themes.

Figure 1 demonstrates that the overall satisfaction levels recorded under the 'relationships' theme were considered; **Neutral** (2 people or **29%** of supported people present at the meeting), **Satisfied** (1 person or **14%** of supported people present at the meeting), **Extremely satisfied** (4 people or **57%** of people present at the meeting).

The overall satisfaction levels recorded under the 'person centred planning' theme were considered; **Neutral** (1 person or **14%** of supported people present at the meeting), **Satisfied** (1 person or **14%** of people present at the meeting), **Extremely satisfied** (5 people or **71%** of people present at the meeting).

The overall satisfaction levels recorded under the 'using my skills' theme were considered; **Neutral** (1 person or **14%** of supported people present at the meeting), **Satisfied** (1 person or **14%** of people present at the meeting), **Extremely satisfied** (5 people or **71%** of people present at the meeting).

The overall satisfaction levels recorded under the 'feeling safe' theme were considered; **Extremely unsatisfied** (2 people or **29%** of supported people present at the meeting), **Satisfied** (1 person or **14%** of people present at the meeting), **Extremely satisfied** (4 people or **57%** of people present at the meeting).

## General discussion

During the evening people openly discussed themes while recording their experiences. One person discussed not feeling safe in relation to a fear of foxes, when she had seen them on picnics and days out. With some support to consider safety in other situations she stated that she felt safe other than when she thought about foxes. Another person described that she felt unsafe when her mental health deteriorated and she felt mentally unsafe. She was able to reflect on how staff helped her in these situations; however it was apparent that she remained unsatisfied at times.

Other discussion with people focussed on activities that they enjoy. People spoke enthusiastically about their experience of holidays and days out. Individuals discussed their holidays to Bulgaria, Tenerife, and Romney sands. People also spoke with pride and satisfaction when they talked about the things that they do independently or with some support. This feedback provided important examples for consideration when assisting people to develop their skills and participation in meaningful activities. Individual descriptions of personal success and mastery of tasks are associated with increased self-efficacy and autonomy (Bandura, 1994). Additionally, when people are able to learn new skills to improve their independence they are likely to experience improved quality of life and reductions to problem behaviours (Emerson, 2007), (Positive Behaviour Support Coalition, 2015)

People spoke about their disapproval when “young” staff were rude and occasionally swore. People were reassured that this feedback would be given to staff so that they are able to reflect on these observations of their behaviour and make positive changes to their practice. In a similar manner, people gave feedback that sometimes their home was too noisy, attributing some of the noise to support staff. It will be important for all staff to demonstrate respect and consideration for people so that they can reduce intrusive noise levels.

People discussed their experiences of feeling unsettled or disappointed when support staff left after getting to know them. People also described feelings of anxiety when getting to know new staff.

During the involvement meeting it became apparent that people required additional support to clarify some of the open questions with staff members present around the room. This enabled people to express their experiences and feelings, whilst keeping on-track with the guided discussion theme at the time. Although the meeting included several inclusive communication strategies to supplement and aid communication, some difficulties with receptive communication were evident and this may have impaired the context of some feedback.

One member of staff commented during the meeting that they were unaware of someone’s person centred support plan. This comment illustrated a need to make sure that all members of staff share an awareness of individual support needs and lifestyle choices and preferences to provide excellent informed and attentive support.

Many conversations during the meeting provided examples of positive, respectful and attentive interactions between people to achieve their goals. In keeping with the theme discussing relationships, people described interactions with staff that suggested good rapport which has been described to include the following components: (1) Mutual attentiveness; you're both focused on, and interested in, what the other person is saying or doing. (2) Positivity; you're both friendly and

happy, and you show care and concern for one another. (3) Coordination; you feel "in sync" with one another, so that you share a common understanding. Your energy levels, tone and body language are also similar (Tickle-Degnen & Rosenthal, 1990).

At the end of the meeting people were asked if they would like to be invited to another involvement meeting. Positively, all individuals responded keenly to this question and felt that it would be a good idea to have another similar meeting in the future.

## **Recommendations**

- Provide all people who are supported by Kingswood Care Services with the opportunity to access information contained in the report in a suitable format. For example, by providing copies of the report or discussing the content of the report at individual or group meetings.
- Include a copy of the report on the company website to share findings with stakeholders and other interested parties in an open and transparent manner.
- Managers and staff to review the content of the report to take account of people's feedback and consider ways to maintain and share areas of good practice.
- Managers and staff to reflect on criticisms contained in the report with a view to learning and improving practice in these areas.
- Managers and staff to review the opportunities that people have to engage in learning new skills and engaging in meaningful activities.

## References

Bandura, A. (1994). Self-efficacy. In V.S. Ramachaudran (Ed.), *Encyclopedia of Human Behaviour* (Vol.4, pp. 71-81). New York: Academic Press

Emerson, E. (2007). *Challenging Behaviour: Analysis and intervention in people with severe intellectual disabilities*. Cambridge: Cambridge University Press

Positive Behavioural Support Coalition (2015) *Positive Behavioural Support – A Competence Framework*.

Tickle-Degnen, L., & Rosenthal, R. (1990). The nature of rapport and its nonverbal correlates. *Psychological Inquiry*, 1, 285- 293.



# WELCOME

Involvement Meeting with People who are Supported by Kingswood Care Services.

18<sup>th</sup> October 2018



## Why have this meeting?

• To ask for your views and thoughts:

• Quality of care and support ?



• To improve our services



## Report

• Your views are important. We would like to:

• Include your views in a report

• Share the report with you

• Share the report with other relevant people and services

• Include some recommendations

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## Background



## Relationships



- Can you describe your relationship with staff
  - How well do you get on with staff?
  - How do staff talk to you?
  - How do staff provide good support?
  - How can staff improve their support?
  - Are there any things that you don't like?

## Person Centred Support Plan



- What is a person centred support plan?
- How have you been involved in writing the plan?
- What does the plan include?
- Where is the plan kept?

## Using my Skills



- Can you describe things you can do without staff support?
  - How do you make meals?
  - How do you make drinks?
  - How do you look after your bedroom and home/garden?
  - How do you decide what to do each day?
  - Are you doing the things that you want to do?

## Feeling Safe



- What is important to help you feel safe?
- When are the times that you have not felt safe?
- What do staff do when you are upset or angry?
- Does this help or make things worse?

## Open discussion



- Please tell us anything that you want to share: \_\_\_\_\_
- How useful was this meeting for you to share your views?
- Are there any other questions that you would like us to ask?
- Would you like to be invited to another involvement meeting?

## What next?



- We will think about what you have said
- We will read your feedback
- We will write a report
- We will share the report with you and other people
- We will use the report to guide how we support you

THANK  
YOU





# Relationships

Name: \_\_\_\_\_

Feedback



Large empty rounded rectangular box for providing feedback.

## Overall relationships with staff

  
Extremely Unsatisfied

  
Unsatisfied

  
Neutral

  
Satisfied

  
Extremely Satisfied