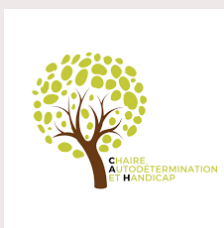


FROM MY HOME TO YOURS

PARTICIPANT GUIDE

A support program for caregivers during the residential transition to an independent living environment for their loved one with an intellectual or autistic disability.



MY
CONTACTS



SELF-DETERMINATION

A LIFELONG NEED!

Why talk about self-determination

This is the least developed dimension of quality of life among people with disabilities.
However, it is a need present throughout life.

Self-determination is ...

The act of acting freely to exercise power and control over one's life.
(adapted from Wehmeyer, 1996; 2003 and Shogren et al., 2015)

Self-determination is...

to exercise the control one desires over important dimensions of one's life.
(Abery and Stancliffe, 2005)



SELF-DETERMINATION IN COMMUNICATION

Descriptive Feedback

This involves describing what has been observed in order to draw the person's attention to important elements.

For example, if the person asks if their housework is done well, we might say "I notice dust on your bedside table, what do you think?"

Almighty phrase

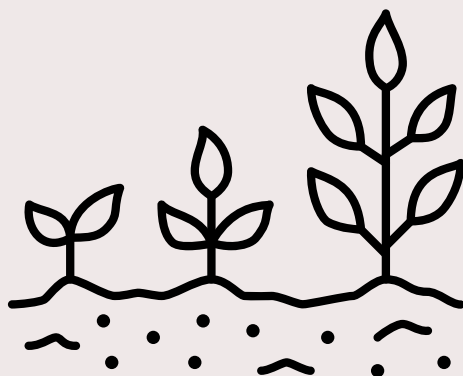
Through our language, we can sometimes take a position of superiority over the other person. We then confirm (or not) an element, without giving the person the opportunity to think for themselves.

For example, rather than saying "Turn down your heating!", we could say "Are you hot?".

Be empathetic

Trying to understand how the other person feels and perceives the situation, without judging, improves communication. Being able to recognize and name feelings allows for a better understanding of the situations experienced. The person feels heard, understood and listened to.

For example: "I understand that you are disappointed that you cannot have a cat."



SELF-DETERMINATION IN COMMUNICATION

Rationality

The logic of our actions sometimes seems obvious. But this is not always the case! If we take the time to explain our request rationally, the person will understand it better and be more likely to comply.

For example, instead of saying, "Take out your garbage!", we could say, "You should take out your garbage because it doesn't smell very good!"

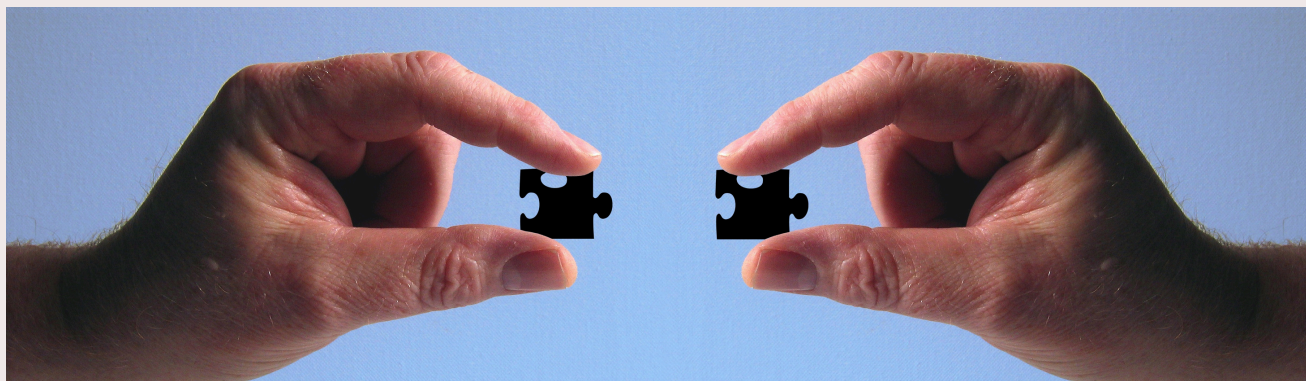
Offer choices

The ability to make a choice is an important expression of self-determination. The person needs to know that they have the opportunity to choose between options and that their preference will be respected. Ensuring that the person knows they can make a choice and that they know their options supports their self-determination.

Let's take meals as an example. Instead of deciding what the menu will be for the person every day of the week, offer them choices.



SIMULATIONS



Simulation #1

Annie has fallen asleep in her bed, leaving the door to her apartment ajar. Her parents pay her a “surprise” visit in the afternoon. They then notice that the door is unlocked and that their daughter is asleep.

How can we approach the situation while supporting Annie’s self-determination and taking her safety into account?

Simulation #2

While Antoine is sitting on the couch playing his video games, his mother enters his apartment without notifying him of his presence. She asks him to stop playing his video games because she would like to talk to him. She has not seen him in a week and Antoine has not called her.

How can we approach the situation while supporting Antoine's self-determination?

Mise en situation #3

Mike’s parents are visiting him on this fall evening. After sitting down with his father to talk, Mike notices his mother picking up his soiled clothes from his room and putting them in the washer. She then sits down to do the dishes. Rather than doing the chores for Mike, how can we approach the situation while supporting his self-determination?

SIMULATIONS

Simulation #4

Élodie tells her parents that she has been in a relationship with a young man for a few weeks. In fact, she invites him to her place tonight for the first time to spend the night. How can you approach the situation while supporting Élodie's self-determination and taking into account your need for security?

Simulation #5

Abélia greets her mother who wanted to visit her. When her mother enters the apartment, she sees three boxes of pizza on the kitchen counter. She then rushes to the kitchen refrigerator to check if Abélia is eating well. How can we approach the situation while supporting Abélia's self-determination and taking into account health issues?



MY
THINKING
SPACE

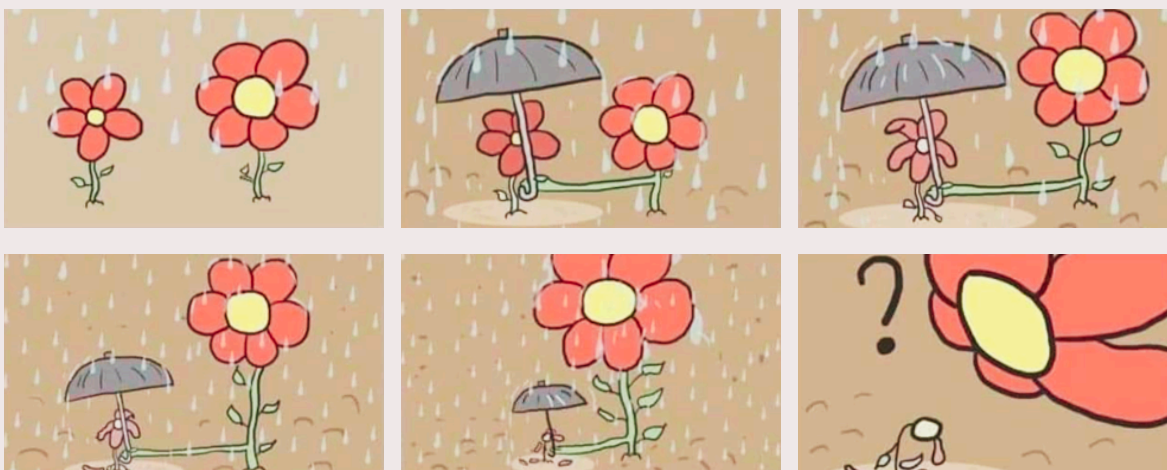
RISK MANAGEMENT

SELF-DETERMINATION IS RISKY!

Zero risk does not exist.

Every opportunity for experimentation has its share of risk. Overprotecting a person with an intellectual disability or autism can limit the person's ability to develop.

A bit like the flower we want to protect from the rain. But the flower needs rain to grow!



THE PERCEIVED RISK

- The first risk that comes to mind!
- Subjective risk that is specific to the person.
-
- At this level, taking initiative is often discouraged.

THE REAL RISK

- More objective risk.
- Are the risks greater for this person than for another?
- How likely is this risk to occur?
- Does this risk have serious consequences?

THE ACCEPTABLE RISK

- It is the level of risk that allows self-determination!
- To make risk acceptable, we can encourage the learning of new skills or adapt the environment.

THE SHARED RISK

- It is important to be well surrounded and to share the acceptable risks of a situation.
- We must jointly assume the risk without trying to find someone to blame in the event of a problem.

RISK MANAGEMENT

THE SITUATION



In this situation, what are the risks **perceived** by me? By my child or loved one? By others?



In this situation, what are the **real risks**? How serious are these risks? How likely are these risks to occur?

RISK MANAGEMENT



Dans cette situation, quelles compétences doivent être développées pour rendre les **risques acceptables**? Comment l'environnement peut être adapté?



Dans cette situation, avec qui les **risques acceptables** peuvent être **partagés**?



SIMULATIONS

Simulation #1

Anthony wants to invite his girlfriend Kate home to celebrate Valentine's Day. He has everything planned and shares his plans with his mother. He bought a bouquet of flowers and made a playlist of songs. Anthony asks his mother to lend him her fondue pot: it's Kate's favorite meal and he really wants to please her.

How can he keep everyone safe while supporting Anthony's self-determination?

Simulation #2

Benedict loves his new apartment! But what he likes best is rocking outside in the summer on his balcony, watching people walk by in the street. For the past few weeks, every evening, when he comes home from work, he uncorks his favorite beer and sips it while rocking on his balcony. Does this situation involve any risks? What are they?



SIMULATIONS

Simulation #3

Daphne considers shopping to be her favorite sport. There's nothing like going shopping at the mall! Before, her mother used to give her an allowance that she spent when she went out. Now that she lives in an apartment, she feels free to spend as much as she wants.

How can we make risks acceptable while supporting Daphne's self-determination?

Simulation #4

Colin is eager to move into his apartment. On the day of his move, his father brings boxes of dishes, which Colin quickly places randomly in the cupboards. It would be more logical to put the pots near the stove and the plates within reach. His father is tempted to put everything back.

What are the risks of the situation?



SIMULATIONS

Simulation 5

You visit Gregory, but he already has company. He introduces you to Simon, a friend he met last Friday night, at the bar he likes to frequent. You have never met Simon before.

What is your reaction?

Simulation 6

Daphne considers shopping to be her favorite sport. There's nothing like going shopping at the mall! Before, her mother used to give her an allowance that she spent when she went out. Now that she lives in an apartment, she feels free to spend as much as she wants.

How can we make risks acceptable while supporting Daphne's self-determination?



MY
THINKING
SPACE

INTERPERSONAL RELATIONSHIPS

Interpersonal relationships are created through interactions between 2 people.

- Parent-child
- Lovers
- Siblings
- Friendships
- Extended family
- Significant others



Interpersonal relationships can be:

- Imposed
- Voluntary
- Symmetrical (equal to equal)
- Asymmetrical (authority relationship)
- Variable duration

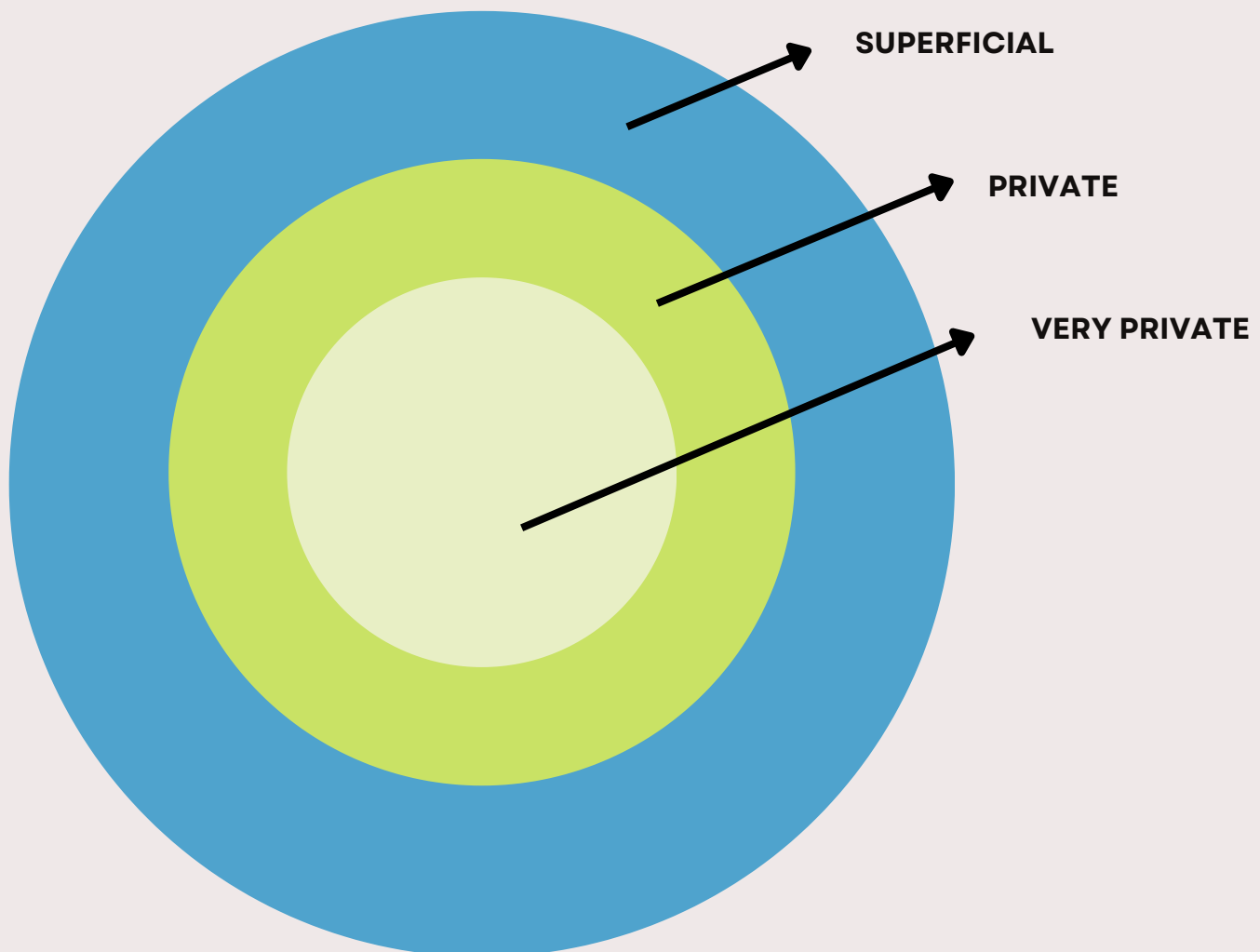
3 major characteristics qualify interpersonal relationships:

- Proximity (familiarity with people and frequency of contact)
- Interdependence (reciprocity in the relationship)
- Intimacy between people

INTERPERSONALS RELATIONSHIPS

Shared information is divided into 3 levels:

- Very private information
- Private information
- Superficial information



INTERPERSONAL RELATIONSHIPS



What are my child or loved one's **personal relationships**?



What information do I **need** to know?



What information do I **have** to know?



What information do I **no longer** want to know?

MY
THINKING
SPACE

REDEFINE MY OWN ROLE



What I still do



What I do in sharing



What I don't do anymore

TAKE CARE OF MYSELF



Ways to take care of myself and prioritize myself



A dream that I wish to realize



MY
THINKING
SPACE