Handout 11: Implementing the Plan

Implementation involves considering how the goals in an individual plan will be achieved. It involves:

- Identifying the resources and strategies that must be organised to ensure that the person’s goals are achieved. For example, consider Mary Smith’s goals in Handout 8 to travel to work independently. Remember the actions that were taken, such as Mary learning how to walk to the bus stop and to identify the correct bus to catch. The activities that may now need to be organised by Niko include:
  - Helping Mary to practice walking the route to the bus stop
  - Teaching Mary the bus number
  - Teaching Mary how to signal to the bus driver to stop the bus
  - Teaching Mary when to signal to the bus driver to stop the bus
  - Helping Mary to practice walking to the day centre after alighting from the bus
  - Giving Mary an alternative strategy if something goes wrong on the way to work and she needs help. For example, organising a homelink phone number and showing her how to find a public phone to call the group home.

- If the goal requires that the person needs to learn a new skill, the task will need to be analysed and broken into smaller steps. When the client practises each step, any difficulties must be noted. For example, in Mary Smith’s case, the following notes may be applicable:

  **Task: Walking to bus stop**

  **Steps | Difficulties in performing**
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  1 Identify 6 landmarks in order of the walk to bus stop. | Had trouble remembering landmarks and the order they would be seen in.
  2 Walk to bus stop noting landmarks. | Had some trouble remembering landmark order and became stressed.
  3 Walk to bus stop noting landmarks in correct order using pictures of landmarks put into brag book. | Success!!
  4 Walk correct route to bus stop noting landmarks without worker intervening. | |
  5 Walk to bus stop with worker near by but not with Mary. | |

- Identifying the resources that will be needed to implement the strategies for example, the staff and time to help Mary learn to travel independently to work.

- Identifying potential barriers to success. Barriers can include:
  - Problems in the physical environment. For example, there may not be a direct bus to Mary’s work; Mary may have to cross a dangerous road; Marty may have to travel on an overcrowded bus.
that may cause her distress or make her feel unsafe; the bus driver
may not understand Mary when she speaks and may be rude to
Mary or refuse to sell her a ticket.

- **Time** – there may not be enough time to teach Mary to catch the
  bus in the time or staff may not be available at the time she needs
  to practice catching the bus.
- **Support** – if the worker who is helping Mary to learn to catch a bus
to work doesn’t believe it is possible for Mary to achieve the goal
they may tackle the task associated with the goal in a half hearted
way.
- **Consistency** – sometimes staff shifts can mean that more than one
  worker has to help a client learn the skills needed to achieve their
goals. This can be a problem if the workers tackle the tasks in
different ways. If a person is to learn a new skill the approach
must be consistent.
- **Finance** – unfortunately if there is a lack of money to buy the
  services or equipment needed to realise a goal it may not be
  possible to realistically achieve the goal.
- **Client commitment** – unless the client wants the goals, sees that it
  is desirable and commits to working towards it there is little chance
  that it will be achieved.
- **Staff skills** – unless the staff are available with the required skills to
  assist the client with their desired goal or there are the funds to
  train the staff t may be difficult to achieve the desired goal.