ASSESSMENT OF SOCIAL SKILLS TRAINING

Editor

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The National Rehabilitation Center for Persons with Disabilities was designated as the WHO Collaborating Centre for Disability Prevention and Rehabilitation in 1995.Terms of Reference are:

1 To undertake research and development of medical rehabilitation for persons with disabilities (PWDs), and to disseminate information on the use of such technology through education and training of WHO fellows and other professional staff.

2 To develop training programme of self-management skill in collaboration with PWDs, and to disseminate it to relevant professionals through education and training.

3 To undertake studies of community-based rehabilitation (CBR), primary health care, and other social support systems for PWDs.

4 To undertake research and development of affordable assistive technologies in collaboration with PWDs.

5 To prepare manuals for education and training of professionals in health, medical and welfare services for PWDs.

6 To support organization of conference and/or seminars on rehabilitation of PWDs.

National Rehabilitation Center for Persons with Disabilities
WHO Collaborating Centre for Disability Prevention and Rehabilitation

PREFACE

Social skills training is a service offered to persons with disabilities to provide the knowledge and skills necessary for daily living independently or socially. This manual describes a series of systematic assessment procedures for providing a user with appropriate social skills training service.

First, prior to providing social skills training service, it is essential to grasp the needs of the user, such as the kind of life the user wants to live, the kind of workplace or job the user wants to get, and to clarify problems that should be solved for the user to live daily either independently or socially. Second, it is necessary to propose training programs to satisfy the needs of the users and measures to solve the problems. Of course, the health conditions of the user and the circumstances should be taken into consideration when formulating training programs for the user. This series of procedures comprises the assessment procedure.

This manual precisely describes how to grasp the needs of the user, how to conduct assessment of training programs, and the important points, on the basis of many years of achievements and experience on social skills training service provided at the National Rehabilitation Center for Persons with Disabilities. I am convinced that this manual covers the methodology that enables the provision of appropriate service satisfying a wide variety of needs. I hope this manual gains popularity among users.

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Introduction

With the recent enforcement of the Services and Supports for Persons with Disabilities Act in October 2007, the system to provide support to persons with disabilities regardless of their disability types came into operation in Japan, though the purpose of the previous laws was to give support to persons with a single disability.

In this system, it is necessary to implement the assessment of a person with disabilities who wants to use the disability welfare service, formulate a personal support program, and mutually sign the service contract, before providing the service.

Service details to be checked by the assessment include various items that are not only part of the activities of daily living (ADL) but also the instrumental activities of daily living (IADL) and social life.

Assessment methods have become more important in this system, though individual assessments were implemented by service providers.

This manual considers social skills training as training/support for learning knowledge, the skills necessary to satisfy needs or solve problems, and training/support for maintaining or improving social abilities, which are provided after individual needs and problems are examined so that the persons with disabilities can live independent daily or social lives in their communities, homes, and offices. This manual describes, in detail, how to develop social skills training, including the assessment, preparation, and monitoring of a support program. This manual does not intend to describe and review each assessment item, but rather focuses on procedures for carrying out the assessment.

Social investigations and assessments on daily life activities are useful for clarifying various needs on living infrastructure, health, daily life activities, family support, communication skills, social skills, social participation, education/employment, empowerment, and the quality of life (QOL). Since necessary items may be different depending on regional characteristics and cultural differences, it is required to study the service details to meet the user's circumstances.

For reference purposes, the assessment items and descriptions used at the living skills training course of our center are attached along with this manual.

Chapter 1.
How to Develop Social Skills Training

Establish attainable goals based on a user's with disabilities intentions and his/her family's requests before providing the service. Formulate a support/training program, which describes the attainable goals.

First, get a grasp of the user's living conditions and environment in order to clarify his/her concrete needs for living. It is important to focus on "what the user can do" and "the user's strengths" as well as "what the user cannot do."

Next, sort out the user's needs and decide on concrete support details based on the results of an assessment in order to start training for the user.

Even after starting the training, periodically check the training progress and the changes in the needs of the person with disabilities, in order to change the goals or the support details if necessary.

The main people involved in social skills training are the persons who provide consultation support and carry out consultations and sort out needs and professional training staff members who provide training. The items to be attended to for social skills training in collaboration with the persons concerned and the important points for carrying out the assessment and the training are prescribed as follows, according to the procedures from the start of consultation to the completion of training.

1. Consultation and Introduction
   1) Collecting user information at the time of consultation

   To start receiving the social skills training, the (potential) user should first consult with a professional staff member to gain information and advice and to apply for the training service. Consultation is the most important entrance to social skills training. The staff members involved in consultation (hereafter referred to as "consultation support staff") must accurately understand the complaints and situations of the person with disabilities.

   Users may say, "I have some concern about my plans for the future," "I don't know what my life will be like," or "I don't know what are my feasible goals." In several cases, gained information is insufficient and the concrete problems to be solved and the method of solving them cannot be clarified. Therefore, it is necessary to build a trusting relationship with the user and continue to have discussions. Pay attention to the following important points, in order to understand the needs:

   (1) Important points at consultation
       ① Lessen the user's anxiety by listening closely to what he/she says
       ② Accurately understand the chief complaints
       ③ Grasp the present circumstances of the person with disabilities

④ Provide information if necessary

(2) Important points related to the attitudes of the consultation support staffs.

 ① While carrying out a consultation, listen closely to what the user says in order to grasp the core of the user's complaints.

 ② The consultation support staffs should not only strive to find out necessary information but should also try to grasp the present situation of the user.

 ③ Sort out the problems besetting the user and provide information on training, which is useful for solving the problems in order to clarify required service.

 ④ When it is difficult to confirm the user's intentions because of lack of verbal communication ability, etc., it is important to use creative devices. Another method is to ask the user's family member, who can always communicate with the user, or a person whom the user trusts to be present and understand the user's chief complaints while finding out the present circumstances of the user.

(3) Priority issues at consultation

 ① Check emergency issues.
 Give high priority to a problem, if any, and solve immediately. While applying crisis intervention related to the maintenance of life and disease, request other departments and facilities (including a hospital) for their cooperation.

 ② Confirm whether the user's problems are clarified.
 When the user complains saying, "I'm at a loss. I want to change my life," but cannot specify concrete problems, more time may be required to provide information and sort out the details of the problem. During consultation, it is sometimes necessary to give information only to the user in order to give him/her considerable time to consider.

 ③ Confirm whether the user can solve the problems by him /her self.
 (Case example of explanation during consultation)
 "In order to provide appropriate services that meet your troubles and requests, let's discuss and make a plan by checking your present situation."
 Incidentally, when the user hopes to solve the problems by him self after receiving information, the provision of the service is terminated.

2) Introduction of social skills training

 The persons who provide consultation support introduce the effects of social skills training, provide training information, introduce facilities, which provide social skills training, and present the introduction method.

(1) Intake interview
 Listen to the user's intentions and requests, and provide information on

the service details of social skills training.

(2) Grasping living conditions

Grasp the user's living conditions and sort out the relationships among the "physical conditions," "physical functions," "activities," "participation," "the user's abilities," and "environmental capability and limits," in order to find out problems in his/her life.

(3) Sorting out the problems

① Extract what you think are problems based on the living conditions, etc.

② Search for social resources, which are necessary to meet the problems, and review their appropriateness and possibilities.

(4) Preparation prior to formulating a support program

① Confirm the problems that need support and give them priority

② Establish a support goal for each problem

③ Give concrete support methods

④ Examine the support period

2. Procedures from Assessment to Monitoring

The social skills training procedures from assessment to monitoring after the completion of the consultation, and the introduction are illustrated in Figure 1.

First, the person who coordinates the provision of services (hereafter referred to as the "life support staff") should grasp the user's needs based on the information given by the consultation support staff prior to starting the training.

After sorting out the needs and reviewing the assessment results, the life support staff should invite support-related staff members including training staff members and hold a conference (For more information, see Chapter 4 on How to Proceed with the Case Conference). The objective of the conference is to establish "support needs," which meet the user's needs and help decide on concrete service details.

By referring to the results of the conference, the life support staff should formulate a "support program plan" and a "training program plan," which describe a personal support program and a personal training program, individually.

After the life support staff explains the personal support program plan to the user and obtains the required content, the training staff members start providing the training service.

In addition, the life support staff should carry out monitoring, such as a periodical review on the support needs and the training progress, in order to modify and add the contents of the support program and the training program according to changes in the user's needs and the support needs.

1. Grasping the user's needs	2. Assessment
I want to lead a life like this.	Medical aspect
I want to do this.	Social aspect
	Living conditions, etc.

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3. Sorting out assessment results and the user's needs
Sort them out in order to clarify the present situation of the user.
 What kind of actions can the user take in daily life?
 What kind of support does the user receive?
 Present physical functions of the user
 What is the user good at? What is the user interested in?

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4. Establishing "support needs," which meet the user's needs
 Extract concrete support items, which are necessary to realize the user's needs, based on the user's present situations that are grasped in the assessment, etc.

⬇

5. Establishing concrete support details
 Deciding on concrete support details for each support item
 Give priorities to the support items.
 Measures, support methods, important points for support, support periods, etc.

⬇

6. Formulating a personal support program
 Formulate a personal support program plan, based on the personal training program by using words and phrases that are easy for the user to understand.

Modification and addition
 User's needs
 Support needs
 Support methods
 Period, etc.

⬇

Informed consent of the user

7. Monitoring
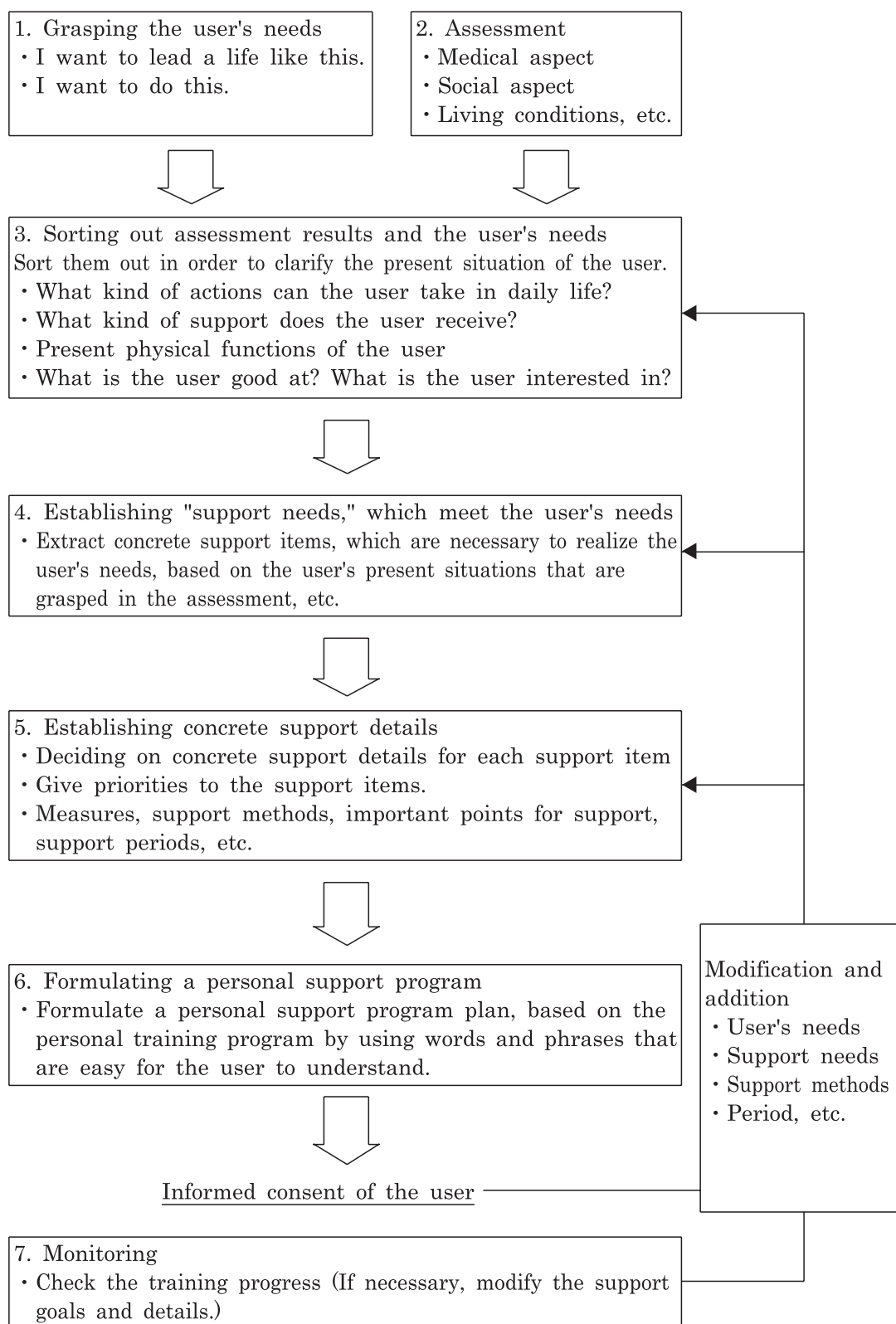 Check the training progress (If necessary, modify the support goals and details.)

Figure 1. Flowchart from assessment to monitor

Chapter 2.
Assessment

The user's needs are understood at an interview prior to starting the social skills training. In addition, in order to provide appropriate service, it is important to grasp the actual living conditions of the user and detect concrete problems that need support.

This chapter introduces the method of carrying out an assessment and its key points. Here, assessment is the process of evaluating the measured results.

1. Understanding the Need Structure
    1) Grasping and sorting out the user's needs
        Understand the user's needs from the following three viewpoints:
        (1) Needs of the user (Felt needs)
            ① I want to solve really annoying issues.
            ② I want to do this. (Not always practical)
        (2) Needs of the staffs who provide support (Normative needs)
            ① The user will be able to lead a life like this; I hope so.
            ② The user will be able to solve this problem; I hope so.
            ③ Some needs are not perceived by the user because they are detected only by persons with expertise and experience.
        (3) Needs that the user and the staff who provide support discuss and agree about (Real needs)

    2) Important points for grasping the user's needs
        (1) Help the user sort out his/her needs and analyze what troubles the user, what the user wants to do, and what kind of a life the user wants to live.
        (2) Find out the needs from the stories the user tells and sort them out.
        (3) Needs are often clarified when the user gains various kinds of inf rmation and experience.
        (4) As experience is accumulated, the needs may change over time.
        (5) It is necessary to grasp the needs of the user's family. Focus on the user's needs while checking whether they are considerably different from the family's needs.
        (6) Never neglect the user's needs unilaterally.
        (7) "I want to clarify what I can do and what I want to do." This is also a need of the user.

    3) Case example of sorting out the needs
        Needs are not often described in the user's phrases like "I want to..."
        For example, the phrase "I want to work" may describe various intentions of the user.

(1) I'm economically poor. So, I have to work and earn income.
  ① I want to secure employment.
  ② I want to use social resources and financial support systems such as the pension system and benefits.
(2) I am often told by my family members "You are an adult. Don't spend time at home doing nothing." I feel as if the neighbors are looking at me.
  ① I want my parents to understand my serious problems.
  ② I want to try something but, I don't know what I can do. I want to know what to do.
  ③ I want to have a role at home.
(3) I'm bored because I have no place to go and no opportunities to talk with someone during the day.
  ① I want to go somewhere in the day to talk with many people.
  ② Maybe I want to make new friends.

4) How to sort out the user's needs
   In order to precisely clarify the user's needs, sort out the user's needs according to the following three domains as a rule while enhancing the quality of life and viewing them from the empowerment perspective:
(1) Improving the living foundation
   Support the needs related to living foundation, health, and daily life activities and the user's family.
(2) Improving the skills of social life
   Improving the skills related to communication and social life.
(3) Encouraging social participation
   Encourage social participation, education, and employment.

Case example (table) of the needs by domains

Domains of needs	Concrete examples
Living infrastructure	Securing a house for living alone and removal, use of facilities, securing a steady income (pension, benefits, etc.)
Health	Medical care (hospital visit and home-visit nursing care), consultation for secondary disabilities, dental treatment, and nutritional guidance
Daily life activities	Training related to ADL and housekeeping, dispatching caretakers, use of assistive products, and house renovation
Family support	Guidance on caring methods, dispatching home care workers, short-stay service
Communication skills	Training in communication skills, use of communication devices, dispatching sign language interpreters and writers for the persons with disabilities, etc.
Social living skills	Training in social daily living skills including interpersonal skills and outings, use of self-help program, dispatching peer counselors
Social participation	Securing places related to hobby, sports, and recreational activities, which the user can participate in, programs which are easy for the persons with disabilities to participate in, securing volunteers, group participation of the persons with disabilities, protection of the rights
Education andemployment	Selecting educational locations for educational counseling and appropriate training/education, occupational guidance, consultation on job-seeking activities
Enhancing the quality of life	Enhancing the quality of life, which supports all the user's needs
Empowerment	Encouraging self acceptance, enhancing the ability to solve problems

2. Primary Assessment
  1) Viewpoints and evaluation items of primary assessment
     After grasping the user's physical conditions and mental conditions in daily life, check the user's daily activities and roles in the family and community using the primary assessment, in order to judge whether intervention through training is "required / not required".

     Use the following viewpoints when carrying out the primary assessment in order to understand the interaction of the background factors, the "user's abilities and limits," and "environmental capability and limits."
     (1) What can the user do alone? What can the user not do alone? (Frequency, degree)
     (2) What kind of support does the user receive? (Frequency, degree)
     (3) What are the things that the user can do but does not do? And, what are the reasons? (The user's family keeps the user from doing them, the user does not have to do them, etc.)
     (4) What is the user clever at, good at, and interested in?
     (5) Are emergency responses required?
     (6) Is assessment by other specialty departments required?
     (7) Financial situations, family conditions, house structure, available social resources, qualifications, etc.

  2) Posture for assessment
     (1) Create an atmosphere in which the user feels free to talk. Learn professional interview techniques.
     (2) Start with a topic that the user is comfortable with.
         Select a topic regardless of the order of the assessment items on the assessment table. (e.g., How does the user lead his/her daily life?)
     (3) Spend a lot of time on the domains closely related to the user's chief complaints. Carefully listen to the user on the domains closely related to the user's chief complaints. If necessary, skip topics in unnecessary domains.
     (4) Use a sensitive mind and imagination while listening to the user.
         Ask concrete questions on the user's feelings, the underlying backgrounds, and the assumptions.
     (5) Understand the user's expression of his/her intentions.
         In order to grasp the user's needs by considering the user as the principal, it is necessary to understand the user's expression his/her intentions.
     (6) Devise to find out the positive needs of the user.
         Ask the user about his/her "hopes, hobbies, preferences, professional skills," "inclination," and "the life the user wants to lead."
     (7) Ask about the usability of the service, which the user uses at present, if any.
     (8) It is permissible to ask questions on difficult-to-understand and difficult-to-

ask items after building a trusting relationship with the user.

(9) Grasp the user's daily life schedule and living environment (area, housing, etc.).

(10) If support is needed, grasp actual situations, which need support and ask the user's desire for support.

(11) Record "discoveries" and "anxieties" of the user.

(12) Let the user and his/her family talk about the life they want to lead.

(13) Record the user's hopes and the family's hopes separately.

Example of assessment

	Cooking	Description examples
1.	Making tea	The user can pour water into the electric pot, measure tea leaves, and make tea by him/her self. The user makes tea for every meal every day.
2.	Cooking rice	The user can measure rice, but does not know how much water is required. When the water is already measured, the user can cook rice alone.
3.	Assisting cooking	The user's mother prepares all the meals. The user could prepare pouch-packed food and boil food before the injury, so the user thinks he can do those even now, but the family members do not let the user do that saying "It is dangerous." The user is a little interested in cooking.
4.	Preparing simple side dishes	Since the user's mother goes out for work, the user asks a care worker to prepare meals and freeze a part of the meals. The user can microwave the frozen meals by him/her self.
	Washing clothes	
1.	Washing clothes	The user likes washing clothes, and washes his/her clothes along with the other family members' clothes every day. The user likes cleaning and keeping things in order.
2.	Hanging out the washing	The user uses an electric dryer. It is unnecessary to hang out the washing outdoors, so the user does not do it.
	Mobility	
	Moving carefully in the indoors (at home, etc.)	The user often hits something and gets injured. These days the user sometimes feels a pain in the knee when climbing up the staircase. The reason may be that the user fell down the stairs two months ago.

3) Reviewing the assessment results

After completing the primary assessment, review the results. If the secondary assessment by experts is required to clarify unclear points and methods to solve the problems, clearly decide whom and what you will ask.

4) Important points for reviewing the assessment
   (1) Choose the items necessary to provide the service according to the daily activity domains.
   (2) Consider "in what the environment is the bottleneck appropriate" and "what can be done if the environment is changed" based on the interactions between the user and the environment.
   (3) It is sometimes possible to find out the user's true intentions and new abilities through already acquired information

3. Secondary Assessment

Clarify what should be assessed, such as medical diagnostic tests, psychological tests, and behaviors and actions in the daily activities, and ask experts, who are able to solve the problems, to carry out the secondary assessment.

[Examples of experts who can be asked]
Diagnosis of disabilities, medical risk: Doctors
Health care, devices for convalescence: Public health nurses, nurses
Analysis of daily activities: Physical therapists, occupational therapists, living skill trainers
Devices for communications, mental care: Psychological evaluators, speech-Language-Hearing therapists
House renovation, welfare equipment: Research workers of research centers, architects, rehabilitation engineers
Occupational feasibility: Vocational trainers, vocational counselors
Protection of the rights: Lawyers, etc.

4. Summarizing the Assessments

Sort out the issues that have been clarified in the process of the interview up till the primary and secondary assessments.

5. Research on Social Resources

After grasping the user's activity situations and roles in family life and social activities, clarifying the support needs, and sorting out the training needs, consider the use of social resources to meet the needs.
   1) Devices for the active use of social resources
      ① What kind of social resources does the living area have? List them
      ② Collect detailed information on service provision facilities, which are

social resources, about the service details, characteristics, and costs.

2) Active use of social resources
  ① Which social resources meet the user's needs?
  ② Is it possible to use the social resources?
  ③ Is it easy to use the social resources?

Chapter 3.
Establishment of Goals and Support Needs

1. Goals and Methods of Service Provision
    After completing the assessment, consider the goals of provision of training service and give priorities based on the viewpoints of service necessity and implementation orders.
    Then, list concrete service provision methods and the service details. Enter those contents into the tables in a training program sheet in order to formulate the training program plan.
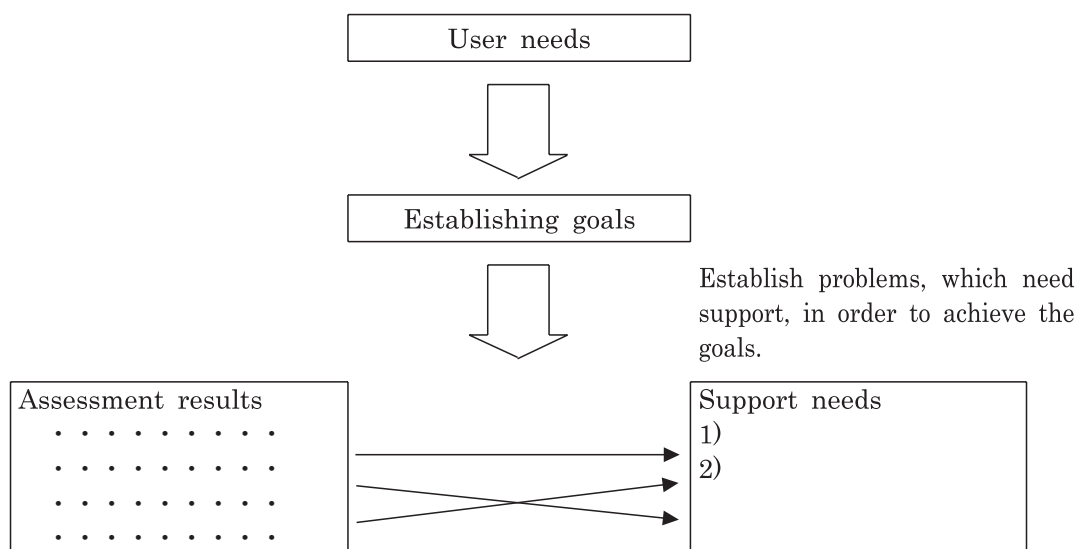
2. Viewpoints for Considering Goals
    1) Consider goals while thinking of the user's desires to change his life.
    2) Consider small goals to achieve the goals and give priority to them.
    3) Consider goals that are feasible and that encourage the supporters as well as the user.

3. Important Points for Establishing Goals and Support Needs
    Don't automatically adopt "what the user cannot do" and "what the user wants to be able to do" factors grasped through the assessment as support needs. Establish goals and the support needs (items to be solved), which are necessary to achieve the goals.
    1) Establishing goals
        (1) Establish small goals and medium goals through large goals.
        (2) Establish long-term goals, medium-term goals, and short-term goals.
        (3) Give priority to the goals.

    2) Establishing support needs
        (1) Support items should be "concrete."
        (2) Support needs should be achievable.

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                    ┌─────────────────────┐
                    │     User needs      │
                    └─────────────────────┘
                              ⇓
                    ┌─────────────────────┐
                    │  Establishing goals │
                    └─────────────────────┘
                              ⇓              Establish problems, which need
                                             support, in order to achieve the
                                             goals.
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Assessment results	Support needs 1) 2)

3) Case example of goal establishment (Goal establishment for realizing the user's needs)

  (1) Large goal: Get a job as an office worker and live alone

[Case example of large goal]

	Medium-term goals	Small goals
Long term	Shift to transition support for employment	
Medium term	Make concrete preparations for finding employment while aiming at living alone	1) Obtain basic personal computer related knowledge and skills for shifting to transition support for employment 2) Obtain actions necessary for living alone and clarify the support details and frequency 3) Obtain abilities and knowledge for commuting alone. 4) Check social resources necessary for daily life and improve the environment
Short term	Gain basic physical strength, ability to take care of oneself, skill of moving alone, and knowledge, aiming at living alone	1) Improve basic physical strength. 2) Gain ability to take care of himself. 3) Check activities that need support. 4) Obtain basic abilities for housekeeping activities and moving alone. 5) Obtain basic abilities for moving safely indoors.

(2) Case example of sorting out support needs (goals)

  Select items that need support to achieve the goals based on the assessment results.

[Case example of initial stage]

Taking care of oneself	1) The user cannot manage medication by himself 2) The user cannot shave by him self.
Housekeeping management	1) The user cannot wash clothes. (He has not tried it before.) 2) The user cleans rooms, but some areas always remain dirty. 3) The user cannot cook meals other than ready-to-eat meals. (The family members never let the user cook, because using fire is dangerous.) 4) The user cannot manage money (differentiation of coins, cash book).
Mobility	1) The user often hits something while moving indoors. 2) The user has not used the guide helper service before (or does not know how to request for the service.) 3) The user cannot move in the outdoors by him self.
Communications	1) The user owns a mobile phone, but does not know how to use it. 2) The user has no means to gather information other than the TV and radio. 3) The user cannot use textual information. 4) The user has not used a personal computer before.
Health care	1) The user likes eating between meals, which is one of the causes of his obesity and high blood pressure. 2) The user has irregular dietary habits, so his meals times are irregular. 3) The meals are of an unbalanced diet. (Many meals consist of ready-to-eat foods.)
Others	1) The user stays at home almost all day, so his basic physical strength is weak. 2) The user does not know what he can do. 3) No role is given to the user in the family.

(3) Important points for establishing support policies

① Clarify how to deploy the support methods in detail.

② Decide upon measures to make the user obtain and establish knowledge and skills.

③ Change the support methods depending on the latest situations, if necessary.

④ Training courses are sometimes used in a cross-section as substitutes for support methods.

Example: "The user cannot shop."

Problems are: Money management, product knowledge, choice of necessary products, moving/visiting a store

Support methods: Both staff members on social skills training and mobile exercise give cross-sectional support to the user in line with the training progress.

⑤ Specify the "intentions" of support. Multiple "intentions" may be listed.

・Have the user obtain knowledge and skills.

・Have the user cultivate good habits.

・Have the user gain experience.

・Have the user become interested.

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・Give the user confidence, etc.
(4) Formulating a program including service provision methods
(Provision methods: Goals, program, measures, frequency, periods)
   ① List existing programs that seem available.
   ② List programs that seem useful for emergency or flexible responses.
   ③ List programs that seem useful for short-term improvement.
   ④ List programs that need medium-to-long term viewpoints.
(5) Case example of supports needs and support policies

[Case example of initial stage]

	Support needs	Support policies
Taking care of oneself	1) The user cannot manage medication by him self. 2) The user cannot shave by him self.	1) Have the user manage medication by him self, using the medicine assortment method and a medicine chest. 2) Teach the user how to use an electric shaver and have him make a habit of shaving (daily check). 3) Have the user understand the necessity of brushing his teeth and make it a habit. (X hours/week per item: For X weeks)
Housekeeping management	1) The user cannot wash clothes. 2) The user cleans rooms, but some areas always remain dirty. 3) The user cannot cook meals other than instant noodles. 4) The user cannot manage money.	1) Teach the user how to measure detergent, use a washing machine, and hang the washing. 2) Teach the user how to clean and wipe wooden floors and. 3) Have the user cook meals for one person in order to check his scope of cooking alone. 4) Teach the user the differentiation between coins and secure the transfer of money. (X hours/week per item: For X weeks)
Mobility	1) The user often hits something indoors. 2) The user has not used the guide helper service before (or does not know how to ask for the service.) 3) The user cannot move in the outdoors by him self.	1) Teach the user how to defense himself when moving in the indoors. 2) Teach the user how to ask for the guide helper service and apply for it by himself. 3) Give mobility training to the user aiming at him commuting alone. (X hours/week per item: For X weeks)
Others	1) The user stays at home almost all day, so his basic physical strength is weak. 2) The user does not know what he can do. 3) No role is given to the user in the family.	1) Enhance the user's basic physical strength through gait training and exercises. 2) Have the user experience various possibilities through each support item. (X hours/week per item: For X weeks)
Comprehensive support policy	Increase the feasibility of the user's living alone by giving support to the improvement of his basic physical strength and basic actions to take care of him self. Help him get a job by helping establish specific employment images, securing a commutation method, and giving pre-vocational training.	

(6) Priorities of support needs and support policies

Pay attention to the following items while giving implementation priorities to support needs and support policies.

① Consider time scales.

    a. First, consider the support needs policies that should be addressed immediately.

    b. Next, consider the support needs and policies that require much time to achieve.

    c. Last, consider the next steps and future support needs and policies.

② Consider the need structure.

    a. First, consider the support needs and policies that improve the infrastructure of daily life.

    b. Second, consider the support needs and policies that can improve the skills of social life.

    c. Last, consider the support needs and policies that encourage the user's social participation.

③ Consider the goal of a life (impact goal).

    a. Consider a core goal that has a large impact on changing the user's life.

(7) Formulating a personal support program plan and a personal training program plan

After giving priorities to the support needs and the support policies, formulate the personal support program plan and the personal training program plan.

① The personal support program plan is made to explain to the user about the support needs established and the methods to meet the needs.

② The personal training program plan is a blue print of the training for support providers.

It describes both the support needs and the support policies.

[Relationship between a support program and a training program]

Personal support program plan	Personal training program plan
1) Sort out the user's problems in daily life, and give the support details and policies suitable for them. 2) Goals should be concrete. Pay attention to expressions and words because the user will read them and the user's consent is required. (Avoid using negative words [e.g., cannot, there is a problem] and technical terms.)	1) Give the support details specified in the personal support program. (Training details: Measures, periods, training items, how to implement them) 2) Training methods, progress, training details, etc. should be clarified and checked because many service providers will refer to them.

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Case example of formulating a personal support program plan

Personal Training Program Plan (Initial Plan)

Prepared on:

User's name	Sex	Date of birth (Age)	Term of service contract	Organization

User's intentions (Concrete needs)	1. Gain as many actions in daily life as possible. 2. Desire to find employment (but have no specific ideas). 3. ...

Goals	Details	
Short-term goals (High priority goals)	Gain basic physical strength, ability to take care of self, mastering the skill and knowledge of moving alone, and aiming at living alone.	Period within which to achieve these goals: 3 months
Medium-term goals	Make concrete preparations for finding employment while aiming at living alone.	Period within which to achieve these goals: 4 months
Long-term goals (Future goals)	- Live alone - Use vocational training, and getting a job as an office worker - Commute to and from offices alone	
Comprehensive support policy	Increase the feasibility of the user's intention to live alone by providing support to improve his basic physical strength and basic requirements to take care of him. Help him get a job by helping establish specific employment images, secure a method of commutation, and giving pre-vocational training.	

Support items	Service details	Service operators	Service periods (months)

Explanation date:
  User's name   Signature _____
  Life support staff's name _____
                 Signature _____

(8) Important points about the personal support program plan
  Consider the following items when deciding support details.
  ① Consider the fairness of all the users.
      Service details and frequency to be provided are not special compared to other users.
  ② Give details.
      For example, a professional who did not attend the conference should be able to provide training only by reading the training program.
  ③ Decide upon methods to objectively evaluate training effects in advance.

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④ When information acquired through the assessment is insufficient, do not decide everything. Review the support program after collecting the necessary information through an additional assessment, etc.

⑤ It is important to cooperate with various local facilities, which support the user after the completion of training, because the user will return to the area, where he/she has lived, to lead a life.

(9) Explanation and consent for the personal support and personal training program plans

Give the user a clear explanation about the details of the program plans, and obtain his/her content.

When the user does not agree to the details of the programs, modify the programs. After giving an explanation and obtaining the user's consent for the modified programs, start providing the training service.

Chapter 4.
How to Proceed with the Case Conference

1. Objectives of the Conference

The objectives of the case conference are to establish support needs that satisfy the user's needs based on the assessment results, decide upon concrete support details, and formulate the personal training and support program plans. Its additional objective is to periodically review (monitor) the service details that are provided based on the personal training and the personal support program plans.

2. Preparations
1) Selecting conference attendees

The following two points are important for selecting conference attendees:

(1) Invite persons "who have a direct relationship with the user" and "who can have direct relationship with the user."

(2) Invite persons necessary for considering the user's life.

2) Preparing conference materials

The following three techniques are useful for making easy-to-understand materials:

(1) Summarize the important points.

The materials used for the assessment and the program sheets may be used as conference materials. Summarize the important points by extracting the parts on which discussions will be developed, etc.

(2) Find common languages.

Terms to clarify "living problems" differ depending on expert types, such as medical terms and welfare terms. In order to try approaches based on common awareness, however, it is necessary to create appropriate images by presenting figures and brochures.

(3) Prepare conference materials that the user can understand.
Carefully use expressions that the user can read and understand.

3. Implementation
   1) Selecting an appropriate conference location
      Select a location that enables the protection of personal information.
   2) Effectively managing the conference
      Pay attention to the following items in order to effectively manage the conference.
      ① Distribute the conference materials in advance. On the understanding that all the attendees have read them, give supplemental explanations at the conference.
      ② Don't sit passively on the sideline; proactively ask for statements.
      ③ While making a statement, comment or give an opinion briefly.
      ④ All staff members concerned should comment as a commonly perceived conference rule.

4. Summary
   After the conference ends, carry out the following actions:
   1) Formulating the minute.
   2) Sorting out the conference materials.
   3) Checking and recording the following items:
      ① Service provision items, details, methods, periods, etc.
      ② Priorities of the service items
      ③ Timing of reassessment

Chapter 5.
Implementation of Training Program

1. Implementation of a Program
   It is necessary to coordinate training program by training staff members.
   1) Coordination procedures
      (1) Arranging schedules of all the training staff members concerned.
          Arrange the schedules in order to provide actual service.
      (2) Each training staff member concerned should formulate a program of the training that he/she is responsible for.

2. Start of the Training
   The following items should be paid attention to in the initial phase of training.
   (1) Confirm the safety of the service provision.
   (2) Check the appropriateness of the training once more, if there is some concern about it.

(3) Faster responses to the user's requests for a change are required, even after the training for the user has started.

Chapter 6.
Monitoring & Reassessment

The life support staff should carry out monitoring in order to grasp the training progress and check whether appropriate support and training have been provided. Carry out the reassessment based on the monitoring results, and modify or reformulate the personal training and the personal support programs.

1. Monitoring
   Carry out monitoring once in every three months, in general.
   However, since training periods vary depending on users' situations, carry out monitoring according to individual programs.

2. Important Points for Monitoring
   Grasp the problems related to support and training, while checking the training progress, etc.
   1) Checking problems on the implementation of the training
      (1) Confirm whether the training details have been provided on schedule according to the training periods.
         If the training progress is retarded, the following items may be the likely causes:
         ① The training staff members forgot to report the number of hours required.
         ② Due to timely coordination among implementation periods of individual trainingsprescribed
            in the programs
         ③ Due to the lack of cooperation by other service providers.
         ④ The user is forced by the training staff members to be patient.
      (2) Confirm whether the training service details have changed.
         ① Do the training methods and details that are provided meet the initial goals?
         ② Has the training quality declined?
      (3) Confirm whether the user's needs have changed.
         ① Have the user's needs changed?
   2) Changing the support and training details
      Before extending the training periods or changing the training goals and details, carry out the assessment once more.

3. Reassessment
  1) Timing of carrying out the reassessment
    (1) The target date for the training program has arrived.
    (2) Modifications on the self-help program are required.
    (3) The user has complaints about the training progress.
    (4) The user's mental or physical conditions have transformed considerably.
    (5) The user has solved current problems, and the service provided is not necessary at present.
    (6) New needs have come up.
    (7) The user has asked to stop the management.
  2) Reassessment procedures
    Check the user's changed conditions based on the results of the reassessment and the previous assessments.
    (1) Check the omitted items in the previous assessment.
        After carrying out the monitoring, compare the reassessment results with the previous assessment. If new problems are not detected, it is permissible to check the details only.
    (2) Check the procedures to narrow down the needs.
        When the needs have changed, narrow them down, review the training program, and hold a conference.
    (3) Procedure to hold a conference
        When the above-mentioned procedures are implemented with no difficulties, make preparations for holding a conference.
  3) Organizing a conference
    Invite conference attendees by focusing on the necessity of responses to the new needs.
  4) Modifying the personal support and the personal training program plans
    If the programs should be changed as a result of the conference, reformulate the programs.
  5) Explanation and consent
    After providing the user with a full explanation and obtaining his/her consent on the details of the new programs, change the training service details.

Chapter 7.
Evaluation, Termination, and Collaboration with Local Support Providers

1. Evaluation and Customer Satisfaction
    Carry out an evaluation even when the goals are achieved as planned.
    Conduct a hearing with the user on the satisfaction of the provided service, in order to obtain opportunities to maintain the quality of all the services to be provided, and if necessary, to conduct a study of the new measures.
    Pay attention to the following items while carrying out an evaluation at the

stage of service termination.

1) Checking the results of the training program

  (1) Timing of the program completion evaluation

    ① The target date for the training program has arrived.

      When the goals of the training program seem to be achieved

    ② Comprehensive evaluation on the results of the training

      Has the training program been carried out in a balanced manner?

      Is the user satisfied with the training?

      Are the service providers (including the training staff members concerned) satisfied?

      Was the monitoring effective? Did the monitoring bring good results to the training program on a whole?

  (2) Evaluation of service quality and quantity

  Check whether the provided service was appropriate, qualitatively and quantitatively.

    ① Does the user think that the training goals were achieved?

      Provide a questionnaire or conduct a hearing from the user.

    ② Do the training staff members concerned think that the training goals were achieved?

      Check this at a conference with them.

      Check the items achieved, by using the evaluation table that provides the standards.

    ③ Do the user's family members and coworkers believe that the goals of the training program were achieved?

  (3) Effects of better living

  Has the user's life been improved?

    ① Does the user think that he/she has come to lead his/her own life?

    ② What do the training staff members concerned think about the changes in the user's life?

    ③ What do the user's family members and coworkers think about the changes in the user's life?

  (4) Empowerment

  Was empowerment given to the user in the training process?

    1) Is the user aware of the present situations in which he/she is?

    2) Has the user gained knowledge of social resources?

    3) Has the user recognized the needs and problems related to society?

    4) Has the user gained the abilities to cope with the living related problems and improve the situations ?

2. Termination
  1) Timing of termination
    Provision of the service in line with the personal support and the personal training programs should be terminated at following instances:
    (1) When a new training program is considered as unnecessary after the monitoring is carried out at a conference.
    (2) When the user starts a vocational training course, goes to another hospital or facility, or returns home.
    (3) When the user requests the termination of the service provision.

  2) Collaboration with local support providers
    After completing the training, the user returns to his/her home area to lead a life.
    The social skills training can provide the user with knowledge and skills to live a life in the area, where the user wants to live. However, with regard to direct support to the user's daily living, ask the local support providers.
    It is very important to know the various kinds of facilities that provide support to the user's life and understand the user's living conditions in the area in cooperation with other facilities, in order to effectively utilize the social skills training and realize the life that the user is expecting.

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