

PERSON CENTRED RISK ASSESSMENT

From an Original idea by SHS Trust, 1a Washington Court, Washington Lane
Edinburgh EH11 3HA

Adapted by Yvonne Tomlin & Anna Geyer

new possibilities

info@newpossibilities.co.uk

Tel: 01564 823 396

What is it that John wants to do? John wants to go to the local pub at the weekend					
What are the benefits to John of doing this?	What might happen if John does not do this?	What might go wrong?	How likely is it to go wrong? On a scale of 1-10	If it goes wrong how serious will it be? On a scale of 1-10 x the previous score	How difficult is this to prevent? On a scale 1-10 x the previous score
<p>This will help John to feel independent</p> <p>He will have opportunities to make new friends</p> <p>He can have a pint</p> <p>John will feel good about himself</p> <p>John will have his own money in his pocket</p> <p>John can get out of the residential home on his own</p>	<p>He will disrupt the weekend evenings of the other people he lives.</p> <p>He will bang doors and switch lights on and off to let people know he isn't happy.</p> <p>He says he doesn't feel like a man</p> <p>He is dependent on staff availability to get him to the pub</p>	<p>He will get lost</p> <p>He will get teased</p> <p>He will get run over on the way or way back</p> <p>He may get drunk</p>	<p>3</p> <p>2</p> <p>6</p> <p>10</p>	<p>$10 \times 3 = 30$</p> <p>$10 \times 2 = 20$</p> <p>$2 \times 6 = 12$</p> <p>$10 \times 10 = 100$</p>	<p>$8 \times 30 = 240$</p> <p>$1 \times 20 = 20$</p> <p>$10 \times 12 = 120$</p> <p>$3 \times 100 = 300$</p>

GUIDANCE & EXAMPLES

Make sure you involve the person and those who love and care for the person in all the processes

- 1) Write down in the first row what it is that the person wants to do. Ensure you put in his/her name eg John wants to go to the pub at the weekend on his own
- 2) What are the practical benefits as well as the emotional benefits to the person and to the organisation/family? Eg Staff won't have to escort John, John will feel independent, John will have an opportunity to make friends, etc
- 3) Be clear about what may happen if the person is not enabled to do this. Do not understate or exaggerate. eg become angry, disrupt the weekend evenings for other people, run away, become/remain withdrawn
- 4) Be honest about what might go wrong. Do not understate or exaggerate. Eg John will get lost, John will get run over when he crosses the road, John will get drunk etc.

In the last three columns you will score on a scale of 1 to 10 how likely it is to: go wrong; prevent; have serious consequences. Use the example matrix with the following text.

- 1) It isn't very likely that John will get lost because he walks past the pub every day. This scores 3. John will get teased is not ever so likely because there aren't a lot of children about and he is fairly well known in the area so scores 2. It could be moderately likely that John will get run over, scoring 6. It is likely that John will get drunk. This scores 10
- 2) In the last column you look at the consequences to John if things go wrong. What will happen if John gets lost? He may wander for hours and become very cold, especially in winter months. This could be serious and scores 8. In the past when John has been teased he tended to set off and run home, it isn't very serious scoring 1. What about the consequences of getting run over, yes, this scores a 10 because it is definitely life threatening and finally if John gets drunk he will certainly have a hangover, but how serious is that? So it scores 3.

How many of you have never had a hangover?

3) In this column you are looking at how difficult it is to prevent. The first one is easy if we spend a bit of time with him walking the route. This scores 2. The Second one is difficult to prevent so scores 10. Getting run over could be prevented by teaching John to cross the road safely so also scores 2. The next one might be easier to prevent if John has limited money but that would infringe his rights so this is also high scoring 10. All of these scores are multiplied by the previous number

The first total is 240 the second is 20, the third is 120 and the last is 300

If all the columns scored 10 the possible total could be 1000 showing that the activity is very high risk. However the idea of scoring is to help put the risk in perspective, to stop over-dramatisation and to show that you have thought of all the possibilities.

NB - THE SCORING IS DESIGNED TO ALLOW FAMILY MEMBERS TO EXPRESS THEIR WORST FEARS WHILE HELPING TO PUT RISK INTO PERSPECTIVE

SCORING IS NOT THERE TO STOP PEOPLE DOING THINGS. As long as you can show that you have thought of all the possible things that could go wrong and have got an action plan then you have behaved responsibly.

What is it that wants to do?					
What are the benefits to ...of doing this?	What might happen if does not do this?	What might go wrong?	How likely is it to go wrong? On a scale of 1-10	If it goes wrong how serious will it be? On a scale of 1-10 x the previous score	How difficult is this to prevent? On a scale 1-10 x the previous score

<p>Name of person.....</p> <p>People present </p> <p>Action 1</p> <p>Action 2</p> <p>Action 3</p>	<p>Date.....</p> <p>Signatures </p> <p>Who will take the action</p>	<p>When reviewed..... </p> <p>When will it be done by</p>
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