Pauliina Vähäpesola

ASSESSING CLIENT NEEDS IN THE SERVICE FOR SUPPORTED INDEPENDENT LIVING THROUGH SOCIAL COUNSELING

The Lean-process in Social Services

Metropolia
University of Applied Sciences

Author(s) Title Number of Pages Date	Pauliina Vähäpesola ASSESSING CLIENT NEEDS IN THE SERVICE FOR SUPPORTED INDEPENDENT LIVING THROUGH SOCIAL COUNSELING The Lean-process in Social Services 47 pages + 9 appendices
Degree	Master´s Degree
Degree Programme	Master´s in Health Business Management
Specialisation option	Master of Social Services
Instructor(s)	Antti Niemi, Principal Lecturer, Head of Master`s Degree Program Anu Purhonen, Leading Social Worker Services for Disabled

The aim of this Masters Thesis was to develop an assessment form for evaluating the skills of new clients of the supported living through social counselling service and to evaluate its usability in clarifying the task of the social counsellors providing the service. The LEAN-process was used as a theoretical framework to support the process development of the service by developing the process of starting with a new client.

The assessment form was based on The AblePathaway Skills and Assessment form. However, during the course of the Master´s Thesis it was developed into a version more fitting the specific needs of the social counselling service. The assessment form is to be the basis for making an individual client work plan for each client.

The data on the functionality of the assessment form was gathered using an open group interview. The interview was recorded and written notes were taken during the interview. The gathered data was analysed using qualitative content analysis. Reoccurring themes were identified from the data. Suggestions on improving the assessment form were implemented based on the gathered data. The final version of the assessment form has been taken into use in the social counselling service supporting independent living.

The findings of the research showed that the use of the assessment form was found to be beneficial to clarifying the task of the social counsellor with each individual client. It was also found to be useful in clarifying the tasks of the counsellors on a wider scale. The outcome of this Master´s Thesis benefits the services for disabled of the Helsinki municipality directly. The assessment form can be implemented in other areas of the services for disabled in the future. The assessment form will be further developed as a part of the work done in the services for disabled. Along with producing a tool for assessing client needs, this thesis supports the assumption that the LEAN-process can and should be used more widely within the municipal social services of Helsinki city.

Keywords	LEAN-process, Autism Spectrum Disorder, developmental delay, disabled, skills assessment, social exclusion, services for disabled, social counseling, action research.

Helsinki
Metropolia
University of Applied Sciences

Contents

Appendices

1 Introduction

Working with a unique client group has given me insight into the diversity of our society. The individuals I work with have a variety of challenges in managing everyday life, due to Autism Spectrum Disorders, psychiatric problems, and delays in their mental as well as physical development. At work we refer to our client group as the "in-betweeners". Their challenges in life are not overwhelming enough to require the specialized services for severely learning disabled people and not "concrete" enough to necessarily entitle them to the services for disabled people. Despite this, they have a greater chance of becoming excluded from society due to lack of skills to cope with everyday life challenges and tasks.

Providing a good level of counseling service to the clients my team and I work with is extremely important to us. This refers to taking each client as an individual and not getting lost in the sea of diagnoses and medical terms. I believe that a good level of counseling comes from taking each person into account as an individual with skills, challenges, hopes, dreams and sorrows just as any individual in our society, regardless of age, gender, background, religion, disability or illness. Vance Peavy writes about SocioDynamic counseling in his book SocioDynamic Counseling: A Practical Approach to Meaning Making. He talks about helping individuals through counseling. According to Peavy a counselor is working in an ethical way when he/she avoids weakening the clients´ self image and approaches the client in a respectful manner. A counselor must always refrain from causing the client to feel him/herself to be inadequate. In fact it is the opposite, the goal of the counselor should be to support the individual to become more independent in ones own thoughts, self-knowledge and actions. (Peavy V., 2006: 21)

Due to the unique status of our clients, or more specifically the lack of a clear status from a legal point of view, organizing services for them has been inconsistent in the past. Some individuals have been left without services while for some services have been purchased from private service providers. The need to provide services for this group became ap-

parent to the municipality of Helsinki and the service of supported living through social counseling was established. This service does not abolish the need to buy specialized services from private service providers. It does however offer the service to a wider range of individuals as well as reduces the need for purchasing services.

Before starting this thesis I felt our work had become somewhat overwhelming. In a short period of time my colleague and I were acquainted with twenty clients. All with diverse diagnoses, backgrounds and life situations. The process of starting the service with a new client became unclear. A third social counselor was hired into our team in the summer of 2013 and more clients joined the service. I felt that "corners were being cut" and it started to feel that social workers were pushing clients on us without sufficient thought on why the clients needed the service. With some clients I started feeling as my service was not necessary and I was wasting resources. This led me to want to develop the processes of our service through my thesis.

Starting up any new service is challenging. Establishing the framework and processes are time consuming. The process of developing the services should be constant. From my point of view, as one of the first employees hired into this new task, there was a need to clarify the framework and purpose of the service. What are we doing with our clients and why? What are our actions based on? The basis for the work had been laid and it was time to clarify the process and framework. Before starting this thesis I felt our resources were not being put to the best possible use. For our team to become more efficient and client oriented, I felt it was necessary to develop the process of starting the service with a new client.

The needs of our clients differ greatly from one client to the next, hence clarity on the aims of the service is important to employees, associates as well as clients. Defining a clear process and developing how aims, processes as well as the implementation of the service are recorded makes the work more visible within the structures of the organization. I felt it was important to be able to show the work being done is based on

a plan with clear aims and goals. Peavy writes about the ability of a counselor to reflect on his/her ideas and the meanings behind those ideas as well as ones own feelings, experiences, assumptions and observations. I feel that these experiences and observations must be recorded to develop and support the work being done. Improving the tools and methods of our work is vital in harnessing the information acquired from the reflective process of our work. Harnessing these observations can be used to further develop and maintain a good level of service provided, which is based on the individual needs of the clients. (Peavy V., 2006: 20)

In my personal experience our clients can be categorized roughly into two groups: the young and the middle-aged. The younger clients often come to the service on the brink of independence. They are moving out from their childhood homes or have recently moved into their own home away from their parents. With the younger clients the danger of becoming excluded from society is visible from the beginning. Without support there is a high risk of financial problems, inadequate nutrition as well as the risk of the home becoming unhygienic and unsafe. Many clients lack the basic skills one must have to survive independent living.

It can be argued that this is the case with most youngsters moving out on their own for the first time. However, the difference is; that the clients of the supported independent living service need weekly, possibly daily, support and long-term practice to learn the needed skills. Despite support and practice some may not ever become fully self-sufficient. With the help of the social counseling service clients can gain a sufficient amount of support, while learning to be independent from their parents. In the social counseling service the lives of the clients are taken into account as a whole. This includes free-time activities, school and/or work if necessary. (See appendix 1.)

I have learned through my work that often it is easier for special needs youth to receive help and advice from professionals rather than parents. Sometimes the relationship with the parents can be tense due to the

special needs of the adult child. Starting the social counseling service can enable the relationship between parent and adult child to normalize.

With older clients the situation may have already escalated and become dire. In many cases the client has been managing in life with the support of parents or relatives. However, relying heavily on ones parents´ long-term is not functional. Parents and family age, siblings have their own children and the priorities and resources of family members shift. Unfortunately, the client is often not brought to the attention of professionals until the caretaker/parent/relative has passed away. With older clients help is often not sought until the home situation and the coping of the client has become extremely poor.

Experience has shown that in some cases the skills and abilities of the client have decreased due to the crisis of losing the caretaker or seeing that they are no longer able to help as before. Substance abuse and psychiatric problems may also be involved and can have a permanent affect on the skills and cognitive abilities of the individual. In these cases the work is more arduous and gaining the trust of the client is a more time consuming process.

With clients who have multiple challenges the work must be prioritized. The challenges must be addressed individually, despite the overall situation of the client being poor. Often the home can be insanitary, nutrition inadequate, the financial situation of the client dire and mental- as well as physical wellbeing poor. Initially the top priority is to begin a dialogue on these issues with the client. These challenges can be difficult for the client to admit or see as being problematic. Gaining the correct services and a good enough standard of living may take a long time.

Naturally, as in all work with people, there are vast differences between clients and their life situations as well as needs. An individuals´ need for support is not solely dependent on age, family background or diagnose. Defining "a good enough" –level of living is difficult. The important thing is for professionals to remember that the life values they have are not necessarily the same as those of the clients´. Sanitary and safe living,

both mentally and physically along with empowerment towards independence are the most important aims. A good level of counseling can be measured according to certain aspects. Counseling can said to be good if it:

- Decreases suffering
- Decreases cruelty
- Improves common understanding between individuals
- Aids an individual to describe ones own life experiences
- Increases the individuals sense of self respect
- Aids the individual to achieve goals set by ones self without causing harm to others
- Aids the individual in improving ones social skills to succeed in life
- Offers social support and emotional safety
- Aids the individuals´ ability to participate responsibly in society
- Facilitates improvement in the individuals´ tangible surroundings
- Increases freedom of choice
- Facilitates a decreased need for counseling/support

(Peavy V., 2006: 21-22)

My hope was that developing a tool with which to better understand client needs, through assessing skills, would aid to provide a consistently good level of professional services and that a good level of counseling according to the SocioDynamic counseling principals would be achieved. In addition I hoped that the tool would serve as a tool to support discussing difficult issues. It was my aim to develop our services from a clients needs based perspective. I hoped that by developing our processes and tools we could insure the continuity of a professional service that is not bound to certain employees, but which can be implemented continuously through out changes within the team. As Peavy wrote (2006:23): for counseling to remain meaningful and for it to meet the needs of todays´ society, the methods of counseling must change both through the vocabulary as well as the procedures being used. I believe this can be achieved by considering each client as an individual and offering counseling tailored to his/her specific needs. To achieve this in a reasonable

and professional manner a tool for assessing and planning client needs and services is required.

2 The aim and research question

The aim of this thesis is to make a concrete difference on the service provided by developing the tools and processes used to assess and plan cooperation with a new client. Without structure the work can become chaotic and the aim of the work unclear. It was necessary to establish a clear basic task with each client individually. Additionally it was important to find a way to assess the amount of support each individual client requires to manage in his/her everyday life.

The aim of this thesis was to develop an assessment tool to evaluate the everyday life skills of clients, regardless of diagnose and background. The assessment tool was to then be used as a basis for making a client work plan for each individual *(Asiakastyön suunnitelma)*. See appendix 2.

This thesis clarifies the role of the social counselor for both the client as well as the employer. It also provides a tool for assessing the needs of the client. Through creating the assessment tool and through clarifying the role of the social counselor this thesis aims to unify the framework of the service being provided. The need for social counseling can be proven with a clear individual plan for each client. Using an assessment form gives the counselors a tool with which to clarify early on the needs of clients as well as the appropriateness of this service for individuals. With adequate assessment, clients with needs other than those offered by the social counseling service, can be forwarded to other appropriate services in a timely manner. Clients may have a need for such services as psychiatric care, services for homeless, specialized services for the disabled etc. Allocating the resources of this service is vital for reaching the correct clients.

3 Theoretical framework

3.1 Concepts

Due to the client group of the social counseling service being a wide spectrum of individuals with varying challenges and diagnoses, this thesis does not focus on diagnoses and medical issues. The role of the social counselors is to provide support in everyday life issues. Health care professionals manage diagnoses, medication, psychiatric care and other health care issues. Peavy writes (2006: 34), counseling is the act of an individual (the counselor) providing support for the client in solving everyday problems.

Some of the concepts in this thesis are Autism Spectrum disorders, Asperger´s syndrome, social exclusion, disability legislation, disabilities, social counselor and personal assistant.

Autism Spectrum Disorders or Neuropsychiatric disorders refer to neurobiological disorders, which cause different levels of developmental delays in basic skills, challenges in social skills and interaction as well mind frame (viewing the world around oneself) and imagination. The severity of the issues can differ greatly between different individuals within the spectrum. (Ikonen, Suomi, 1998: 53-54)

These disorders include autism, Asperger´s syndrome, disintegrative disorder, pervasive developmental disorder not otherwise specified and Rhett's syndrome. (Ikonen, Suomi, 1998: 61-69) Neuropsychiatric disorders also include Tourette´s syndrome and ADHD (attention deficit hyperactive disorder). These disorders can include different levels of learning disabilities ranging from severe to mild. (http://www.ablepathways.com/Info/AutismSpectrumDisorder, http://www.autismiliitto.fi/autismin_kirjo)

Disabilities refer to either physical and/or mental delays and challenges in development. These can exhibit themselves through impaired under-

standing and difficulty in learning necessary skills. These also range from mild to severe. Services for disabled are provided by each municipality and are based on the act for the services for disabled as well as the act for specialized services for the disabled. The severity of the individuals´ disability determines the services they are entitled to. (http://verneri.net/yleis/kehitysvammaisuus/mita-kehitysvammaisuus-on.html)

Finnish law has decreed the educational standard for a social counselor, referred to in the law as a social instructor, in the Act on Qualification Requirements for Social Welfare Professionals, No. 272/2005, Issued in Helsinki on 29 April 2005 as follows:

> "The qualification requirement for the post of a social instructor is a suitable polytechnic degree in social services and health care in a line of study of social work." (http://www.finlex.fi/en/laki/kaannokset/2005/en20050272.pdf)

As decreed by Finnish law a social counselor (*sosiaaliohjaaja*) is a social field professional with a polytechnic level degree in social services, including geriatrics and rehabilitation. A social counselor can work extensively in the social and health care field with a wide spectrum of clients including; the disabled, elderly, immigrants, psychiatry, childcare and child protective services as well as substance abuse and youth work. A social counselor gives social support, rehabilitates and guides towards accurate services as well as works together with social workers to implement social services. (http://www.ammattinetti.fi/ammatit/detail/291_ammatti)

Some clients of the social counseling service have a personal assistant along with the support for independent living through social counseling service. It can be difficult for clients to understand the difference between the services of a personal assistant and those of a social counselor. Understanding the difference can be difficult for other professionals or family members of the clients as well.

A personal assistant does not necessarily need a formal education to qualify for the work. The disabled individual employs the assistant. Therefore it is the assisted individuals´ responsibility to manage the work of the assistant. The responsibilities of the assistant vary from one employer to another, but mainly include assisting the employer in the everyday activities he/she would do independently if not for the disability. This can include assisting at home, work, and school or in the society. (http://www.ammattinetti.fi/ammattinetti/ammatit/detail/294_ammatti;jsessionid=413AF29A4A5B0F22C7DB9FCCF06355C8?link=true)

The main difference between the service of the social counselors providing support for independent living and the service of a personal assistant is that the aim of the social counseling is to empower the client towards independence whereas an assistant assists with those challenges known to be long-term or permanent.

3.2 Skills and Behaviour Assessment for Clients

As a result from reflecting on the developmental needs of the social counseling service with the leading social worker of the services for disabled in the Southern district of the Helsinki municipality, as well as with the social counseling team, the decision was made to focus this research on developing a skills assessment tool. The skills assessment tool would serve as the base for planning the aims of the service for each individual client.

Initially the decision was made, that the client work plan should be based on: the Skill and Behavior assessment form by AblePathway. In order to utilize the form, it was necessary to translate it into Finnish using easy to understand language also know as plain language. Creating and easy to understand form based on the skills assessments was seen as important due to challenges of the clients in reading, writing and /or understanding spoken and written text. (See appendix 3)

The need for plain language information has been discussed widely in connection with the services for special needs individuals. It is seen as a question of equality in society. All individuals have the right to gain information in an understandable from. The need for the use of plain language can occur from learning disabilities, neuropsychiatric disorders, developmental delays, neurological issues, dementia/Alzheimer´s disease, linguistic reasons (Finnish as a second language) and other such issues. (Virtanen, 2009: 20, 37-53)

From the plain language user point of view the most important points for understanding language are the accessibility of information as well as access to being informed. Accessibility of information can for example refer to the texts in a museum exhibit being in plain language, the museum offering guidance in plain language or a book being produced about the exhibit in plain language. Access to being informed refers to for example to attention being paid to the visual and linguistic clarity of an exhibitions pamphlet, signs and bulletins or creating accessible internet pages or targeted advertisement. (Virtanen 2009: 21-22)

In order to fully utilize an assessment tool it is important to insure the clients understand the purpose as well as the content of the tool. It is a question of being informed and gaining information, which effects ones own life. The clients of the social counseling service should have the opportunity to affect the service provided to meet their own needs. To insure client participation plain language information and forms are important. The assessment should be made together with the client. For many clients filling in forms, applications and official documents is challenging. An important task of the social counselor is to insure the client understands the content of the assessment form.

For the social counselors to succeed in using the assessment form, a clear instruction for the use of the assessment form was also necessary. Based on the data gained from the skills assessment form a client work plan (*asiakastyön suunnitelma*) is compiled using plain language. The plan is made together with the client and is based on the needs and wishes of the client. It is important to remember that a client may need

support in certain areas of life, but he/she may not want support from the social counselors in all areas requiring support. A professional must always respect the clients´ right to privacy as well as his/her wishes on the implementation of the service.

In the process of starting up the service it became apparent that the form used for the client plan was insufficient for mapping out the needs of the clients. An insufficient method for planning the work made the work unstructured and widely spread out. To increase the benefit of the work and decrease the level of stress, it was important to clarify the main task. This meant clarifying the task with each client individually due to the aim of the services varying with each individual. (Discussion with social counselors Siiri Wallenius and Nadezda Tomson, 11.11.2013.)

4 Services for the disabled, supported living through social counselling

4.1 The client group

The clients of the service are eighteen years old and over. They are either living independently or searching for an apartment to begin independent living. They have challenges with managing everyday life tasks; such as taking care of the home, managing finances, finding and keeping work, gaining a safe social network as well as cooperating and functioning within the social services, Kela- and unemployment- as well as health care services. Often they suffer from loneliness and are easily taken advantage of without support to navigate the challenges of today's society. All areas of life can be supported with the support for independent living through social counseling service. (See appendix 1.) Many clients have multiple challenges such as delayed development, Asperger's syndrome, psychiatric problems and substance abuse problems.

As a part of supporting independent living social counselors support clients in receiving help for all challenges in their life. This creates a wide network of associates within the health care and social services field as well as with the families and friends of the clients.

The social counseling service is based on the social welfare act. The social welfare act states that municipality is obliged to provide social welfare services to inhabitants of its municipality. This includes supported living services according to the needs of the individual in consideration with the individuals´ disabilities. According to the legislation the clients of the supported independent living service may not be entitled to services for specialized services for the severely learning disabled. These services are those, which mandates the care, and support a municipality is obliged to provide for individuals with severe learning disabilities, which prohibit them from caring for selves. (http://www.finlex.fi/fi/laki/ajantasa/1977/19770519, http://www.finlex.fi/fi/laki/ajantasa/1982/19820710)

Individuals with autism spectrum disorders are entitled to services according to the legislation for individuals with severe learning disabilities. However, they may not necessarily need those services due to having enough skills to cope in life with the support of the social counseling service. This is, for example, the case for many people with Asperger's syndrome or mild developmental delays.

The legislation for services for disabled states that the municipality is obliged to provide individuals with disabilities services; such as a personal assistant and assisted living services. Persons employed, as personal assistants are not necessarily trained in working with people with special needs. In the relationship between an assistant and his/her client, the client is the employer. It is their job to dictate what they need assistance with. For some the personal assistant service is not sufficient for maintaining independent living. This is due to multiple reasons, such as not having the social skills to adequately manage the work of the personal assistant. (http://www.finlex.fi/fi/laki/ajantasa/1987/19870380)

In such cases, services such as the support for independent living through social counseling is more appropriate. The purpose is not to perform on behalf of the client, but to empower the client to perform on his/her own with or without support. Empowering the client through a resource centric and goal-oriented approach is vital to the coping and rehabilitation of the clients. In the work of a personal assistant the role of the assistant is purely to assist. In some cases it is necessary to have both a social counselor and a personal assistant to insure the best possible level of independent living for an individual.

4.2 Starting the service

The service of supported independent living through social counseling started in the August of 2012. Two social counselors were hired to start working. The first clients of the service consisted of individuals with developmental delays and autism spectrum disorders combined with mental illnesses as well as substance abuse problem resulting in difficulties managing everyday life tasks. With clients still living in their childhood homes, counselors began to look for apartments to begin independent

life in. Other clients were already living independently. (Interview with social counselor Eeva Mikkonen, 3.12.2013)

It was evaluated by the management of the services for disabled, that each counselor should have approximately ten clients for the service to be cost effective. Some of the clients of the service had previously had services purchased for them from private companies such as Aspa, Adastria or Autismisäätiö, where as others came to the service with having had no previous support services through the services for disabled. Initially the social counselors worked as a team, meeting with clients together. Once a week a team meeting was held to discuss the progress of the work with the manager. Through these meetings the work began to take shape and the foundation was laid. The development of the work was further aided with workplace counseling every three weeks as well as through discussion between the two social counselors providing the service. (Interview with social counselor Eeva Mikkonen, 3.12.2013)

4.3 The process of becoming a client

Social workers from the services for disabled refer clients to the social counseling service through the manager of the service, the leading social worker in the southern region of the services for disabled, who then discusses the information of new clients in the weekly team meetings of the social counseling team. An evaluation on the current situation and needs of the client is compiled by the social worker of the client before referring the client to the leading social worker. In some cases the client can also be referred by social workers/counselors in the services for homeless, financial assistance or supported employment services. Clients are referred to the service from all areas of the city of Helsinki. See figure 1.

Figure 1. Process of the social counselors
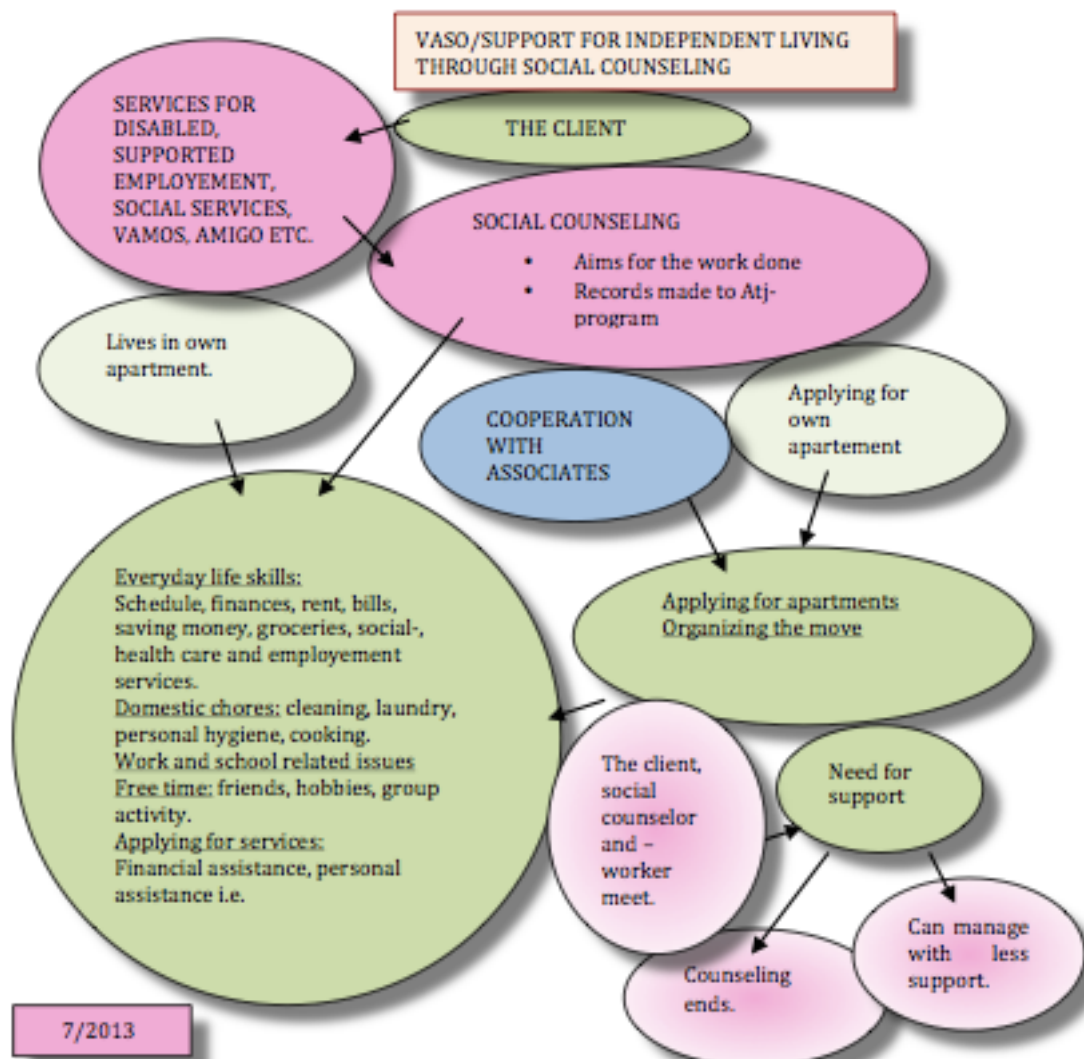
Figure one depicts the process of the work done by the social counselors with a client of the service. The social counselors compiled the figure depicting the process after approximately one year of providing the service. The figure was made as a part of workplace counseling in an attempt to clarify the work being done. The figure shows the different phases of work with a client from starting the supported independent living through social counseling service. (Social counselors Eeva Mikkonen and Pauliina Vähäpesola, 2013, services for disabled)

To begin working with a new client the counselors initially meet with the social worker of the client and discuss the needs of the client according to the social workers´ understanding. Additionally a meeting is held together with the social worker, counselors and client. In the meeting the client is introduced to the service and his/her view on the need for services is heard. The client can decide to either receive the service or re-

ject the offer. Upon receiving the service a home visit is scheduled by two counselors to plan the cooperation with the client. See figure 2.

Figure 2. The client process
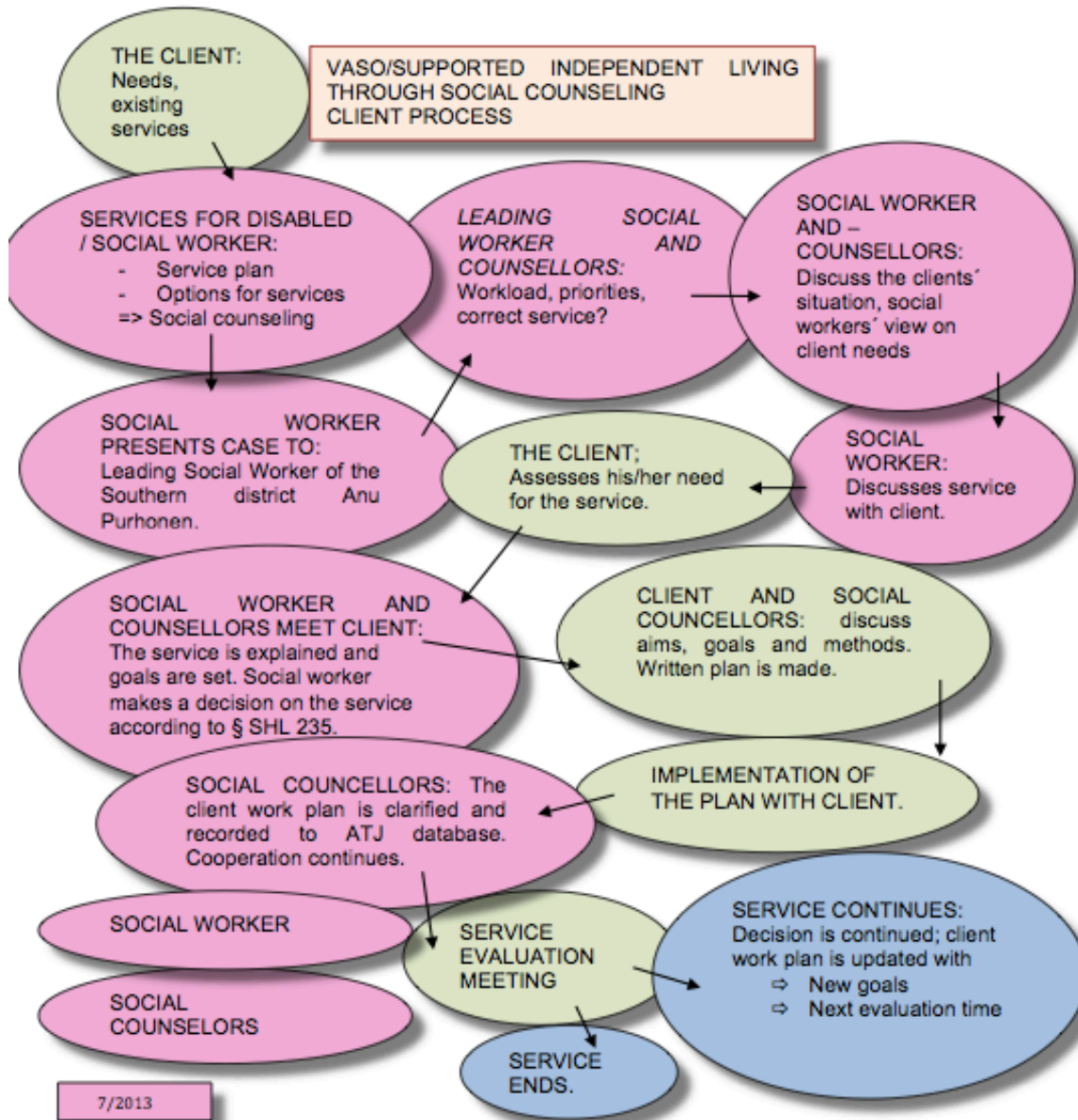
Figure two depicts the process a client goes through from starting the service to finishing it as was the experience of the social counselors on the client process after approximately one year of providing the independent living support service. The figure depicts multiple options on how a client can be forwarded to the service as well as showing multiple options for the phases of the service. As can be seen in this figure, no clear time limits were set for the different processes of the service. It was based on the individual decision made by social counselors. The process was not unified. (Social counselors Eeva Mikkonen and Pauliina Vähäpesola, 2013, services for disabled)

Through experience it became clear, that the plans made for the client work were inadequate and often did not meet the actual needs of the client. In some cases the plan was not made at all due to the impaired ability of the client to express his/her needs. Previously the plan was made within the first two to three meetings with client. This proved to be ineffective. Often in the very first meetings the clients did not yet feel comfortable to discuss his/her problems with the counselors.

Trust building between the client and counselor requires time and patience. This trust building is a valuable part of the work and cannot be replaced with any amount of tools, papers or processes. The first and most important step is to get to know the client as an individual and let them know the professionals are there to help him/her and can be trusted. Rostila writes about the essential aspects of the resource centric approach to social work. According to him, essential to this approach is hearing the client and basing the work on the clients needs. A goal-oriented approach to client work must be based on the needs and wishes of the client, the goals the individual has set for ones self. (Rostila I., 2001: 40)

When working with people the "human touch" is often the most important tool a professional can have. In the health care sector it is referred to as having good bedside manners. In social work it is the counselors ability to listen and be present for the client. In previous models of counseling the counselor, the professional, sets him/herself above the client. Offering help from above to down below. According to the SocioDynamic counseling method of Vance Peavy the exact opposite should occur in in a counselor client encounter. The encounter should be based on a humane and authentic encounter of two individuals. The relationship should form a co-operation between two individuals rather than an authority-subordinate scenario. (Peavy R., 2006: 35-36)

For many clients having a support employee such as a social counselor is a new experience and it can be difficult to build trust. Building trust takes a different length of time with each individual and requires patience and perseverance from employees. In the end the perseverance

is rewarded with the progress of the client. Many clients of the social counseling service are excluded form society or well on their way to becoming excluded. Rostila writes about the effect of society on the client of social work. Often it is not that the client is lacking in skills and abilities, but that the surroundings of the client are not ideal for his/her full potential to be fulfilled. An important part of social work, and therefore social counseling, is the empowerment of clients, which can be achieved by gaining harmony between the clients´ individual choices and the surrounding society. (Rostila I., 2001: 41)

Despite the importance of "the human touch", processes and guidelines are necessary to keep the focus of the work and to maintain professional behavior. Rostila writes about the importance of professionalism in the relationship between a social worker and a client. This can of course be applied to the relationship between a social counselor and his/her client as well. The responsibility the counselor has in the relationship with the client is extremely important to remember. The professional must always be aware of his/her role in the clients´ life and act accordingly. It can be said that counseling relationships are friendly but not friendships. It is vital for the counselor to continuously remember and reflect on his/her role and be aware of the power relation in the relationship. (Rostila I., 2001: 45-46) The supported independent living service is just one service out of many the municipality offers. When the professionals providing the service do not have a clear basis and framework for their work, it not only burdens the employees, but also possibly leaves individuals in need of the support service excluded. Hence defining the client group of the social counseling service as well as defining client needs is vital.

5 Methods

5.1 LEAN-process

As the services were being developed to be as client oriented as possible, it was important to support the creation of a useable plain language method of evaluating and recording the aims of the work with a client focused theory. The LEAN process theory was useful for developing the services despite it being originally developed for a different industry than social services.

The Lean-process was developed originally from the Toyota production system (TPS), which is the internal philosophy of Toyota´s production, developed for almost one hundred years. Toyota first received worldwide attention in the 1980´s due to the realization, that there was something unique in the Japanese efficiency and quality. Japanese cars were outlasting their competitor´s while requiring fewer repairs. The success was due to the efficient and consistent process Toyota was using to manufacture the automobiles. The company was designing cars faster than their competitors, while maintaining the good quality of the product, as well as paying employees a better than average salary. Today Toyota is one of the most successful companies in the car manufacturing-field. This success is due to the TPS method, which the company uses to manufacture its vehicles and run its organization. (Liker, 2006: 3-5)

The Lean method is based on the ideas of the Toyota Production System. The idea of value, value stream, flow, pull and perfection all stem from the original ideology. Providing the *value* the customer desires refers to insuring resources are not wasted on providing the service the organization deems valuable, but on servicing the needs of the customer. *Value stream* requires the commitment of the employees to insure a steady and flexible stream of production according to the needs of the client. This means providing services according to the need of the market not according to how much can be provided by the organization at its maximum capacity. *Flow* is the steady and consistent functioning of the

process with minimal wasted resources. See figure 3. (Liker, 2006: 20-23)

Figure 3. The Lean-process
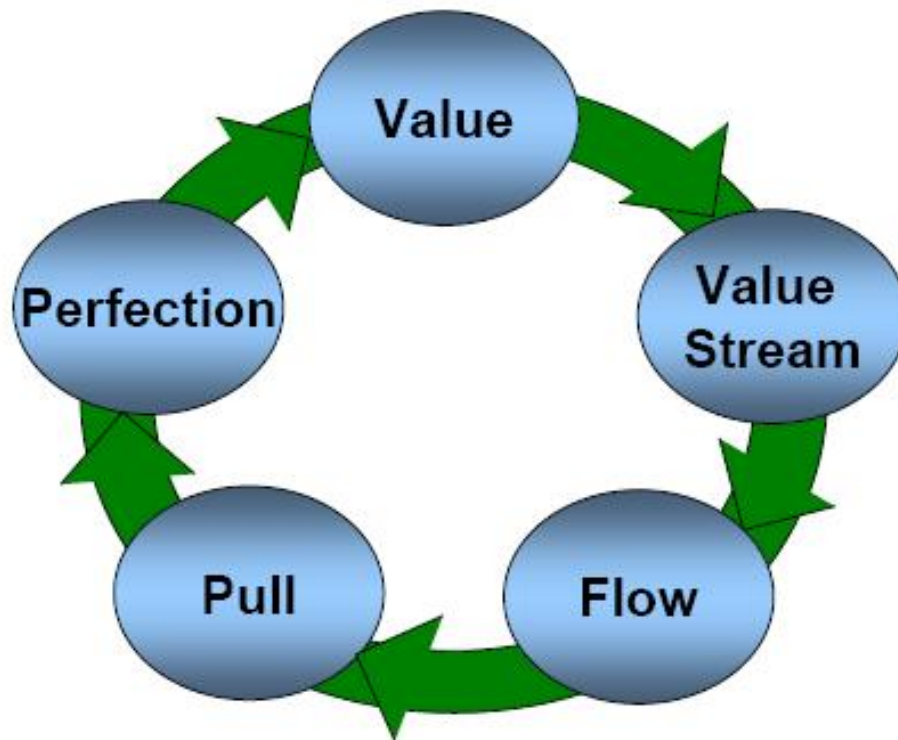
The circle in figure three shows the continuity of the value, value stream, flow, pull and perfection. As seen in figure one, the aim of the LEAN-process is to become a continuous culture change. As in a circle, it is an ongoing unbreakable motion.

The term *pull* was innovated by the American supermarket industry. It refers to the stacking of merchandise according their consumption. This means that merchandise or material are not constantly restocked, but are restocked according to a set limit. When materials run low to a certain specified amount, new materials are stocked. This means reducing the production of unnecessary materials creating waste. It is a method of providing the material needed in the next process "just in time". Just in time, JIT, is one of the basics of the Toyota Process Management. (Liker, 2006: 20-23)

Perfection according to the TPS and Lean is the continuous development and improvement of the processes within an organization. This is

also known as Kaizen, a whole philosophy on continuous improvement and the reduction of non-value-adding processes. Kaizen requires the full commitment of employees and requires a method of working, where constant evaluation is needed. (Liker, 2006: 22-23)

The secret behind Toyotas success is the operational excellence with which it has designed its strategy. The success of Lean is based in part on the concepts Toyota created as tools for quality improvement as well as on the philosophical understanding of how to motivate human beings. (Liker, 2006: 6) Womack and Jones suggest five principles to guide a firm to using the LEAN method: value, value stream, flow, pull and perfection. Provide the value actually required and needed by the clients. Identify the value stream in the products while lining up the remainder of the steps into a flow that continues. The customer will pull value from the organization. In the end, with value, stream, flow and pull established in the organizations operations, begin the process again. This is the endless search for perfection. A yearned for situation of perfect value provided with zero waste. (Womack J., Jones D., 2005: 2)

When searching for articles on the use of the Lean-process in the public social services sector I found that it has not been extensively used, or its use has not been recorded. Some research has however been conducted on the use of the Lean-process in the public health care sector both internationally and nationally. In the Helsinki municipality Lean is becoming more known. At the moment staff in the psychiatric services are being trained for the use of the Lean-process in the future. Additionally the Helsinki city health care services are using Lean in some of its other services, such as the Hus-Kuvantaminen radiography unit in Meilahti. (Study visit to HUS Kuvantaminen Radiology, 9.4.2014.)

According to a study conducted on the use of the Lean-process in the Scottish public health care by Radnor, Walle, Stephens and Bucci a range of intangible outcomes were derived from the use of the lean-process. The benefits were delivered to the customer, the organization and the staff. These outcomes can be summarized as: process change, culture change, greater focus on prevention, support for the develop-

ment of a culture of continuous improvement, greater understanding of the system as a whole and how it functions together, understanding of customer needs, improved performance measurement and use of data to manage the performance of employees, increased staff satisfaction and self-confidence as well as confidence in the organization. (Radnor Z., Walley P., Stephens A., Bucci G., 2006: 3)

The study supported the idea that using the Lean-process is beneficial in the public sector and is not only usable in the manufacturing business. Evidence from literature along with analysis from the research done in cooperation with the Scottish public sector shows, that the Lean-process is transferable to the public sector. It can be used to develop more seamless processes as well as improve the flow of the public sector. Additionally the Lean-process can be used to reduce waste and develop an understanding of customer value. (Radnor Z., Walley P., Stephens A., Bucci G., 2006: 6)

This study supports the assumption that the use of the Lean-process could be utilized widely in the Helsinki Municipality Social services to improve processes and services. This would require a more extensive cultural and ideological change within the organization. Vital for the success of the implementation of the Lean-process is organizational culture. The willingness of the staff to take on board the initiative affects their ability to gain a sense of ownership. (Radnor Z., Walley P., Stephens A., Bucci G., 2006: 4)

The use of the Lean-process in this thesis is the first step in utilizing the potential of the method. It is appropriate to start the implementation of the Lean-process on a quite small scale. However it must be made clear to stakeholders that the initial work is part of a longer journey towards the embedding of Lean. The process to embed Lean will happen through a series of carefully managed steps that steadily raise the levels of improvement activity and the pervasiveness of Lean. (Radnor Z., Walley P., Stephens A., Bucci G., 2006:28-29)

Improving the process of the social counseling service using the Lean-process method was the foundation for creating a tool for assessing client needs more accurately. As written previously, the first step of the Lean-process is to provide the value desired by the client. In the social counseling service this refers to finding out specifically what each individual client desires and requires form the service. Achieving this with as little non-value-added time as possible was the challenge.

Working with a vast variety of individual clients means providing a customized service for each individual. This can be achieved through developing the processes and tools used to provide the service. The hypothesis in this thesis was, that developing an assessment form to assess the needs of the client would simplify the process as well as clarify it for employees. The assumption was that taking the same initial steps with each new client would make starting a new client relationship easier, creating better flow.

5.2 Developmental project with aspects of action research

As a method for implementing this developmental project, aspects of action research were used. There are four themes arising in action research. These four themes are the empowerment of participants, collaboration through participation, acquisition of knowledge and social change. These are all themes, which essentially are the foundation of the work done with the social counseling clients. The work itself is not highly theoretical but an action implemented through counseling and working together with the client. The goal is to empower the client by learning through doing together. Therefore to make an impact on the implementation of the work it was natural for this research to be action based.

When conducting an action research one must initially identify a problem or developmental area and then collect and organize data on that area. Then the data must be interpreted and an action is based on the interpretation of that data. Last the researcher must reflect on the outcome of the action. (Ferrace, 2000: 7-9)

In this thesis the problem area was identified as the process of evaluating the skills and needs of the client and recording the aims of the work based on those skills and needs. Initially the plan was to translate an already existing evaluation form for skills and behavior assessment (see appendix 3) and to create a new form for recording the aims of the client work based on the skills and behavior assessment. However, during the process of translation the aim of the work shifted. A completely new assessment form was complied and the functionality of the assessment form was evaluated using a qualitative content analysis on data acquired from a group interview.

The skills assessment form was tested during the spring of 2014 on a group of new as well as existing clients of the service of supported living through social counseling. In the end the assessment form was used with six clients, out of which four were new clients and two were existing clients of the service. The value of action research is in the change that it can implement into everyday practices as opposed to a generalization to a broader group. (Ferrace E., 2000: 8) This was the aim in this thesis, to provide an actual change in the implementation of the service and hence have a positive impact on the lives of the clients.

5.2.1 Data collection and analysis

In action research a broad variety of data collection methods can be used: interviews portfolios, diaries, field notes, audio tapes, photos, memos, questionnaires, focus groups, anecdotal records, checklists, journals, individual files, logs of meetings, videotapes, case studies, surveys, records – tests, report cards, attendance, self-assessment, samples of student work, projects, performances etc. (Ferrace E., 2000: 11)

The data for this research was acquired by a conducting a group interview with the social counseling team and its manager. The interview was recorded and the data analyzed using content analysis. The interview results on the functionality of the assessment form were used to further develop and modify the assessment form to meet the needs of the social counseling team and their clients.

The interview method used was the dialogue interview method. The dialogue method of interviewing means: The world is shaped from the action between the interviewer and the interviewee. This can only be achieved in the Me-You context, which represents an authentic encounter between people. Communication is an opportunity for dialogue. (Tuomi J., Sarajärvi A., 2009:78-79)

In accordance with the views of Tuomi and Sarajärvi it was seen as important for the success of this research to have the whole social counseling team participate fully in the dialogue of the interview. Gaining the ideas and experiences of the whole team was vital for the accurate outcome of the research. In this thesis interviewing the whole team referred to the researcher herself taking part in the dialogue. In the dialogue interview method the researcher is not merely an interviewer or inquirer, but an active participant of the conversation. (Tuomi J., Sarajärvi A., 2009: 79)

To insure the conversation proved to be honest and inclusive of all the participants, pre-planned discussion topics (see appendix 4) were used. In the beginning of the interview participants were asked to write down the ideas that came to them from the pre-planned topics and to return the papers to the researcher after the interview. The assumption was that this would insure all participants in the interview would be allowed to give their own opinion. It was made clear, that all ideas stemming from these topics were welcome in the discussion as this was a dialogue not an ask-and-answer type of interview setting.

A qualitative content analysis method was used in this thesis. The content analysis method is a basic method, which can be used in all qualitative studies. Content analysis can be used loosely as a theoretical framework, which can be connected to many different types of researches. (Tuomi J., Sarajärvi A., 2009:91)

Content analysis can be used as a method to analyze other different types of researches, such as an action research, due to content analysis

referring to analyzing written, recorded or observed data. (Tuomi J., Sarajärvi A., 2009: 91)

In action research one should analyze and identify major themes (Ferrence E., 2000:11) From the interview data reoccurring themes were identified. Suggestions on improving the assessment form came up in the data. From these the outcomes of the research became visible. During the dialogue notes were made on the themes being discusses. The notes made during the interview by the researcher, as well as those made by the interview participants in the beginning of the interview, were used to analyze the data. The recording of the interview was used for data analysis as well. The discussion lasted roughly one hour and forty-five minutes.

The data was analyzed using the inductive content analysis method. The steps of inductive content analysis are: 1) reduction of data, 2) clustering of data and 3) creating theoretical concepts. Reducing data refers to reducing the information from the data, which is irrelevant for the aim of the research. This can mean either summarizing the data or fractioning it into themes. (Tuomi, Sarajärvi, 2009:109-110)

In the data analysis of this research the data was fractioned into themes. This was done by underlining themes from the written material received form the dialogue interview as well as by listening to the recorded dialogue interview and writing down themes arising from the discussion.

Clustering the data refers to the process of carefully going through the themes attained from reducing the data. Themes with the same meaning are clustered into the same group or class and are named using a concept describing the content of the class/group. With clustering the data is summarized further and the foundation for the frame of the research is created. (Tuomi, Sarajärvi, 2009:110)

In this research the themes were clustered into groups and sub-groups. The data was divided into two categories: 1) data on the functionality of the assessment form as a tool and 2) feedback on developing the as-

sessment form. The division was made in the planning of the dialogue interview and compiling the pre-planned topics. The division was made based on the needs from the data for the benefit of the tool created.

The final part of the data analysis was to create the theoretical concepts arising from the clustered data. Conceptualizing the data refers to moving from the clustered data into the theoretical concepts they represent. (Tuomi, Sarajärvi, 2009: 111) This meant finding the theoretical concepts from the data and interpreting them into the results of the research on the functionality of the assessment form as a tool as well as how to further develop it to become more functional.

6 Creating a tool for assessing client needs and process development

Translating The AblePathway Skills and Behavior assessment (see appendix 3) form from English into Finnish began in January 2014. Quickly it became clear that merely translating the form would not be sufficient to meet the needs of social counseling service. The issues addressed in the form did not sufficiently meet the needs of what the team of social counselors would need to know from the clients. The translation of the form was finished, however the decision to create a completely new skills assessment form to meet the specific needs of the service was made.

The main themes of the AblePathaway Skills and Behavior Assessment form were initially used as a foundation for creating the skills assessment form. The hypothesis´s were reshaped to fit the everyday challenges of the clients of the social counseling service. The changes were based on the experiences of the social counselors providing the service. The decision to not have a scoring system on the level of the skills of the clients was made as a part of keeping the assessment form simple and easy to use as well as client oriented. Giving clients points on how well they perform in everyday activities would not give added value to the very practical information sought with the assessment form.

As the work done by the supported independent living social counselors is not medical rehabilitation, but empowerment through learning everyday life coping skills, giving points could possible make clients feel inadequate. Discussing ones challenges can be difficult and giving points on performance in ones own life could possibly make discussion impossible for clients. Supporting clients towards self-understanding and the acceptance of ones disabilities is a vital part of the service. As Peavy writes (2006: 25): problems are often the result of miscommunication between people. Giving a score would be harmful for the trust-building process, communication as well as of the self-esteem of the client. During the process of creating the assessment form the social counseling team, the manager as well as a social worker specializing in autism spectrum

disorder clients, working in the southern district of the service for disabled, were continuously consulted.

In the beginning of March 2014 the first finished version of the assessment form, as well as the instruction form on its´ use, were completed. The form was tested on the leading social worker of the southern district of the services for disabled as well as on one social counselor. This resulted in more changes. The members of the social counseling team then tested the use of the form on each other while using the instructions made for using the form with clients. This proved to be a valuable test. The instruction turned out to be difficult to understand. The examples used in the instruction on possible client answers were unclear and made using the form extremely arduous. The instruction form was then completely changed with the co-operation of the social counseling team. The aim was to make the form easy to use by any professional without previous knowledge on the use of the form. (See appendixes 5. and 6.)

6.1 Developing the process in action

Developing the process of becoming a client of the supported living through social counseling service required inspecting the process of becoming a client. Through reflecting on the value and flow of the process the adequate use of working time could be further developed, saving both funds and the resources of the employees. In other words reducing waste while creating value and flow. Clarifying the initial steps of becoming a client, seeing the pull of the service, and the use of the assessment form could help organize time better as well as provide a more client needs based service. When a client receives a good service due to the organization understanding and meeting the customers' needs, it generally places less demand on the organization by avoiding rework and such. (Radnor Z., Walley P., Stephens A., Bucci G., 2006: 62)

With the trial version of the assessment form and instruction finished a meeting was held with the manager, the leading social worker of the services for disabled in the Southern district, and the social counseling team to decide on the first client group the assessment form would be

used with. Eight clients were decided on, out of which some were new clients and some were existing clients of the service. Initially the plan was to use new clients, however during the meeting the decision was made that it would be valuable to find out how using the form differs with a new client versus an existing client. This would give valuable information on when to use the form with a new client and make the client work plan. (Team meeting with leading social worker Anu Purhonen and social counselors Eeva Mikkonen, Siiri Wallenius and Pauliina Vähäpesola, 6.3.2014.) (See appendix 5. And 6.)

A decision had been made in connection to clarifying the process of the social counseling service by the leading social worker Anu Purhonen, that new clients would have an initial decision of three months made by their social worker on receiving the social counseling service. During this three-month evaluation period the needs of the client would be evaluated with the use of the assessment form as well as home visits and/or meetings with the client. At the end of the three month period, the client would then continue the service based on the made plan or be directed to other services more appropriate for his/her needs. See figure 4.

Figure 4. New client process 2014
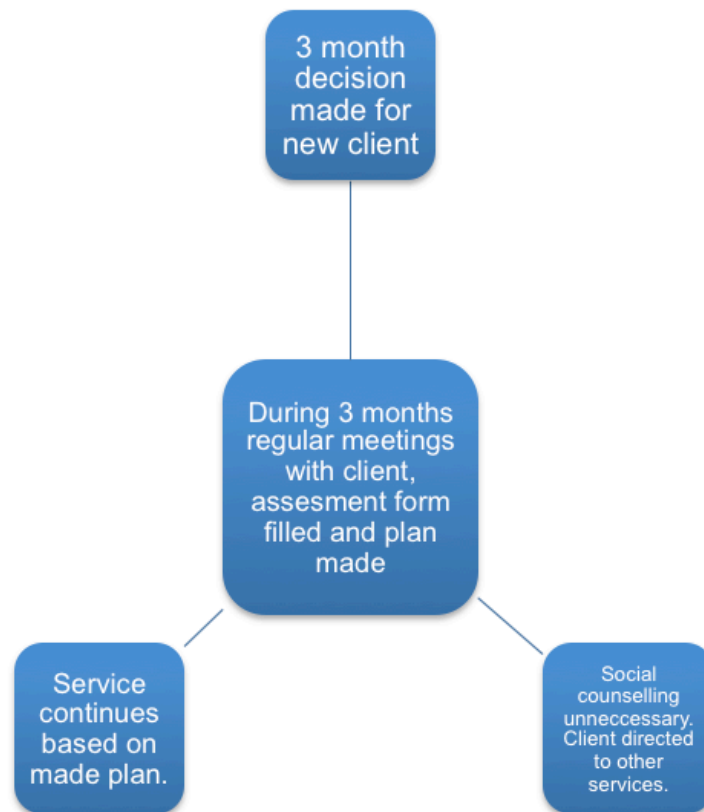
Figure four depicts the process of a new client currently starting the service of supported independent living through social counseling. Each client is given an initial decision of three months to receive the social counseling service. During this three-month period the needs of the client are assessed with the use of the skills assessment form. A client work plan is made based on the skills assessment form. After the three-month evaluation period, the client will either be forwarded to more appropriate services meeting his/her individual needs or will continue the social counseling services. A client can decide to quit the service at any point in the process as the service is based on voluntary participation.

Making cultural changes within the organization to support the development of services is the task of the leading social worker of the services for disabled in the southern district as well as of all the management of the services for disabled. To implement Lean it is required to treat the organization culture as a factor that influences the ease of the implementation as well as an outcome variable. An effective Lean implementation must adapt to the cultural barriers of the organization to change employee expectations, beliefs and behaviors. (Radnor Z., Walley P., Stephens A., Bucci G., 2006: 62)

As the nature of the social counseling work in this service is prone to rapid changes the initial plan of using the assessment form on eight clients changed to six clients. As written previously, the form was used with two existing clients and four new ones. Changes such as these are typical for this particular service. When a new client is directed to the services, there is no guarantee the client will want to accept the service. In some cases clients will decline from receiving the service despite the need for support being obvious to professionals and family members. As the service is a voluntary one, the decision of the client must be respected.

During the spring of 2014 the need to enhance pair-work became obvious. The plan was from the beginning of the service, that all client relationships would begin through pair work. Additionally pair work would be used when deemed necessary by the social counselor mainly responsible (*in Finnish*, *vastuu sosiaaliohjaaja*) for the client. However in reality the plan was not followed through adequately. This began to show in the work, as counselors felt that they were missing the benefits of having the valuable input of a colleagues´ views and ideas on the client work and the challenges that came with it. Critical to the success of the implementation of the Lean-process is teamwork along with other change or improvement activities. (Radnor Z., Walley P., Stephens A., Bucci G., 2006: 5)

The need to enhance pair work was discussed in the social counseling team meetings as well as within the counselor team. The team felt that pair work not only supports the well being of the counselors but also insures the client receives the best possible service.

The decision was made to start every new client with two social counselors, one being in charge of the client and the other being the support for the counselor in charge. In reality this meant that the two counselors would work together with the client for as long as it was deemed necessary. In addition it meant that the support counselor would step in for the counselor in charge during her vacations, absences or in situation where an additional point of view was needed. This meant returning to the

model of working, which had been decided on in the August of 2012. (Team meeting with leading social worker Anu Purhonen and social counselors Eeva Mikkonen, Siiri Wallenius and Pauliina Vähäpesola, 6.3.2014.)

The decision for enhanced pair work meant, that the assessment forms and client work plans (*asiakastyönsuunnitelma)* would be made as pairs. In a team meeting on the sixth of March the decision on pair work and the timetable for filling in the assessment forms were made. The dialogue interview date was set for the end of May and the team had time until then to fill in the assessment forms with the agreed upon clients. However due to unexpected absences the interview was held on the ninth of June. This turned out to be a necessary extension for the counselors to complete the six assessment forms. (Team meeting with leading social worker Anu Purhonen and social counselors Eeva Mikkonen, Siiri Wallenius and Pauliina Vähäpesola, 6.3.2014.)

6.2 Discussion and results

As the themes arising from the interview were divided into to two groups; the first group being the results on the functionality of the use of the assessment form and the second being the developmental feed-back on the assessment form itself, the discussion will mainly concentrate on the results on the functionality. The developmental feedback will be discussed shortly. The feedback on the developmental needs of the assessment form, were used to improve the assessment form as well as the instruction on the use of the assessment form. (See appendix 7. And 8.)

Overall the results on the use of the assessment form were positive. The feedback on the developmental needs of the assessment form, were practical and well justified. The form was taken into use in a new group home opened by the municipality of Helsinki in the spring of 2014. The group home, Paula-koti, offers supported living for 17 adults with neuro-psychiatric disorders and as well as other developmental disorders excluding severe learning disabilities.

The unofficial feedback from the staff in Paula-koti, as well as from the manager of the group home was positive. The staff felt that the assessment form was a helpful tool in receiving, and meeting with a new client moving into the group home. With the assessment form they were able to establish a base for the needs of the new client and make an initial plan for the rehabilitation done in the everyday life of the group home and its inhabitants.

As the group home was new and all its inhabitants were previously unknown to the staff, as well as the manager, using the assessment form was a useful way to begin a dialogue with a new client on his/her challenges. The form also gave the staff a tool for bringing up topics, otherwise difficult to bring up with a new person. This situation was similar to the situation the social counseling team is regularly faced with when starting the service for a new client.

The fact that the assessment form was taken into use outside of the social counseling service, it was originally designed for, is evidence on its usability. It proves the importance of having an easy to use tool for professionals working with demanding client groups in the social services sector.

Additionally the assessment form has been introduced to social counselors working with clients with severe learning disabilities living independently. In a meeting held with the social counselors and their managers on the twentieth of May, the possibility of taking the assessment form into use in their work as well was received with some skepticism. Some of the social counselors working with severely learning disabled clients felt, that there is no need for such a tool, as the clients they have been working with are previously well known to them. Many are ageing and the workers therefore felt there is no need for skills assessment. Some counselors however disagreed and felt that using the skills assessment form would be beneficial to their work. The social counselor serving the Swedish-speaking clients, considered loosely translating the skills assessment form into Swedish and taking it into use in her work. (Social counselors meeting, 20.5.2014)

As the social counselors serving clients with severe learning disabilities work under different managers, in four different areas of the city of Helsinki it is difficult to create a unified practice on the processes of the work being done. However, the manager of the supported independent living through social counseling team felt it important to introduce the teams to the use of the assessment form and give them the opportunity to implement it into their work process. It was discussed that with ageing clients the use of such a skills assessment form may actually bring vital knowledge on the effects of ageing on a client´s skills, despite the client being previously known the employees. Also the turnover in employees was brought up as a reminder, that making tacit knowledge visible is vital for a consistent good level of a service, which is not dependent on individual employees. (Social counselors meeting, 20.5.2014)

Notes on the themes and opinions arising in the discussion were made during the dialogue interview. From those themes two groups were formed; 1) the functionality of the skills assessment form as a part of the process and 2) feedback on the skills assessment form itself.

As previously written, the results on the use of the skills assessment form were mainly positive. The use of the form in action proved the need for many developmental changes to the form itself. Despite the criticism on the assessment form, the developmental ideas should be seen as positive. Developing the form is an important part of developing the process in accordance with the Lean-process method. The required changes to the skills assessment form were made. The modified version of the assessment form will be taken into use with new clients. (See appendix 7.)

The main difficulties of the assessment form were, that the first page of the assessment form was too long. It had more discussion topics than the other pages (see page one of Appendix 5.), which made it an arduous start for the discussion with the client. Additionally it became clear that the grouping of the discussion topics were inconsistent. During the interview the topics were re-grouped and made into smaller portions. (See appendix 7.)

Along with these changes, the instructions on the use of the assessment form were modified. Some of the examples on the meanings of the topics were changed into a form seen by the team as more understandable for employees. The hope was that these changes would make it easier for new employees to start using the assessment form. Changes were also made on the cover of the instruction on the use of the skills assessment form to make it more understandable. (See appendix 8)

From the data collected on the functionality of the skills assessment form (group 2), the reduced data was clustered into three subgroups; 1.) The work process of the counselor, 2.) The process of the client and 3.) The practical challenges of using the assessment form.

The data on the work process of the counselor revealed interesting facts on the usefulness of the skills assessment form to improve and clarify the process of the work being done. The outcomes were in accordance to the aims of using the Lean-process to develop the process of social counseling.

According to the experience of the social counseling team using the skills assessment form helped to clarify the task of the counselor, as well as create a framework for the work being done. The titles in the form were seen as giving a clear picture on what this social counseling service is. The skills assessment form was said to provide a "check-list" for employees on, which topics to discuss and take into account with each individual client. Additionally it provides a tool for briefing new employees on the job of the counselors, as well as on the needs of individual clients. With challenging clients, the use of the skills assessment form can aid to prioritize the aims of the work. With a client with multiple needs and challenges the focus of the work is easily lost without prioritizing and planning the aims of the work.

The use of the form makes visible the professional needs of the counselors. The assessment form gives a tool for discussing difficult issues and bringing them up was easier with the use of a structured tool according to the data. Discussing difficult topics requires presence and skills from

the counselor. The use of the form in action made clear the importance of using plain language with social counseling clients. Opening up the topics and insuring the client understood the discussed issues was seen as a vital part of using the assessment form. This requires professional skill and sensitivity.

The discussion with the client takes emotional resources from both the employee and the client. Some of the topics in the form brought up the need for more training for the counselors. Topics such as sexuality and safety skills were seen as topics that would require more professional knowledge and skill. The need to discuss the topics within the team was brought up. To gain the full benefit of the assessment form it was seen as important for the counselors to be able to discuss the topics when necessary in the weekly team meeting with the manager. The use of the assessment form was also seen as insuring that the accurate planning of the work is not left open to human errors. See figure 5.

Figure 5. Main results on the work process of the counselor
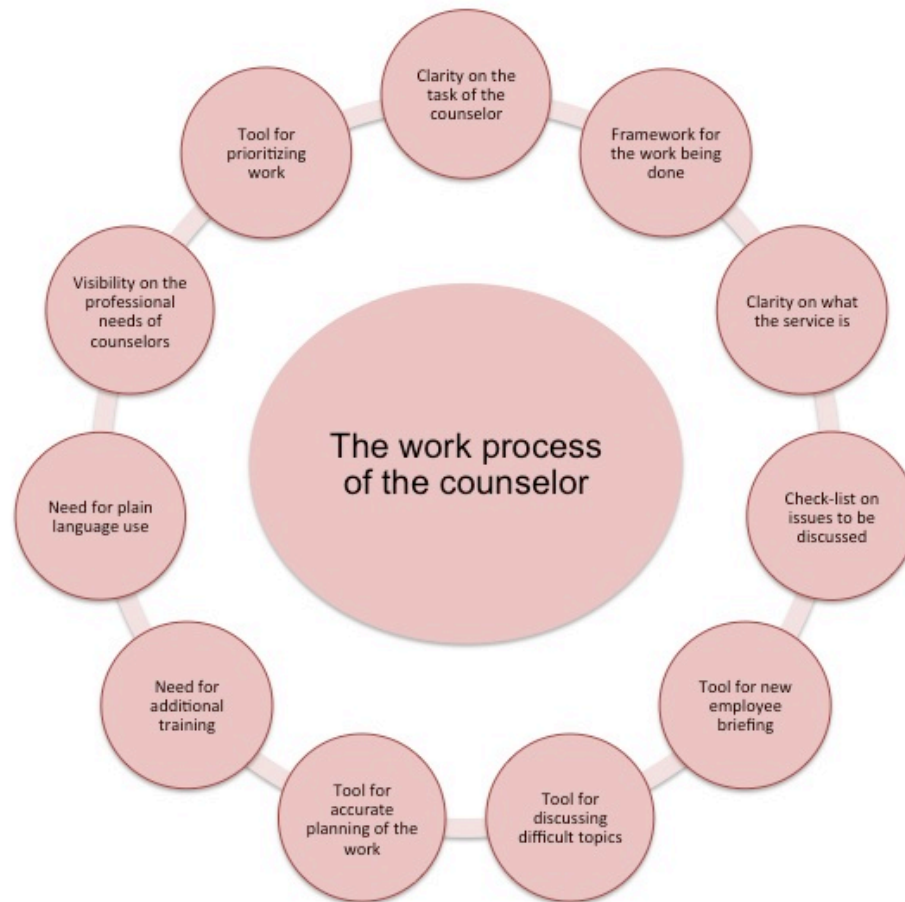
Figure five depicts the main results on the affects of using the skills assessment form on the work process of social counselors. The use of the skills assessment form was seen as an important tool for discussing difficult topics, planning and prioritizing work as well as briefing new employees. In addition the skills assessment form was seen to promote the visibility of the professional needs of the counselors as well as clarifying the framework and tasks of the work. The assessment functions as a checklist for counselors on issues to be discussed with new clients. Using the assessment form proved the need for the use of plain language as well as the need for additional training for counselors.

The data on the process of the client were from the point of view of the counselors and therefore cannot be used as information on the direct experiences or opinions of the clients themselves. However, positive feedback on the assessment form was received from the clients. The use of the form was seen as beneficial for the clients´ skills on self-evaluation. The use of the form through out the different stages of the counseling process can provide a client with the possibility to improve his/her skills of self-evaluation. Additionally the positive impact of the client being able to recognize improvement in his/her skills was seen as beneficial to the empowering aim of the work.

The difference between using the form with already existing clients and new clients showed, that the answers of the clients on their own skills might not be accurate initially. When the relationship and trust grows between a client and the counselor it becomes easier for the client to truthfully evaluate and discuss his/her skills. This proves the importance of repeated evaluation throughout co-operation with a client.

To gain the necessary knowledge on the skills of the client the presence of family members was brought up in the discussion. It was seen as important for the counselor to set up the discussion situation in such a way that the client knows what it is that is being discussed an why. The family member present must be made to understand that he/she is there to merely give support, not answer on behalf of the client. Respecting the clients´ right to privacy and providing an opportunity to share the knowledge he/she is willing to share at the moment was seen as extremely important for the process of the client. See figure 6.

Figure 6. Main results on the process of client
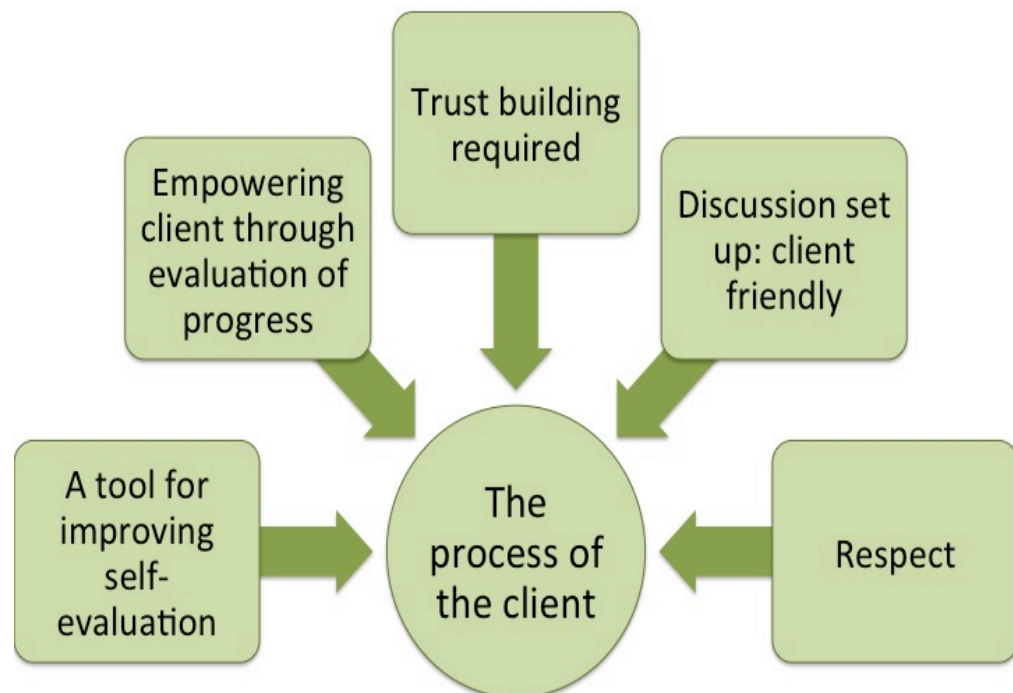
Figure six depicts the main results on the effect of using the skills assessment form on the process of the client. Using the skills assessment form was seen as supporting the self-evaluation and empowerment of the client. Additionally it was seen as promoting respect and trust building requiring resources. It was seen as vital to insure the discussion was set up in a client friendly manner.

The practical challenges of using the assessment form were seen as issues concerning the process. As developing the process is continuous, the discussion helped to clarify certain practical issues concerning the use of the assessment form. During the discussion it was decided that making the client work plan will be done together with the colleague working on the client case. The opinions were divided on whether one counselor should fill in the assessment form, while the other counselor discusses with the client. The opinions on whether one counselor should fill in the whole form from beginning to end with a client or if the counselors should switch roles at a certain point were also divided. These issues were not decided on, but were left up to the counselors to solve in the course of their work.

The need to sufficiently familiarize new employees on the use of the assessment form was seen as an important issue concerning the future of the service. The correct use of the assessment form was seen as vital for its´ functioning and for the counselors to gain the benefit from using it. Changes were made on the instructions on the use of the form to make easier to use for individuals with no previous experience of it. (See appendix 8.) The use of the form will require resources and time, which need to be recognized by the management when taking on new clients into the service.

The need to have a pamphlet aimed for other professionals, explaining the services of the support for independent living through social counseling, rose from the data. Clarifying the aim of the work for the associates of the counseling service was seen as important for the process of the counseling. See figure 7.

Figure 7. The main results on the practical challenges of using the skills assessment form.
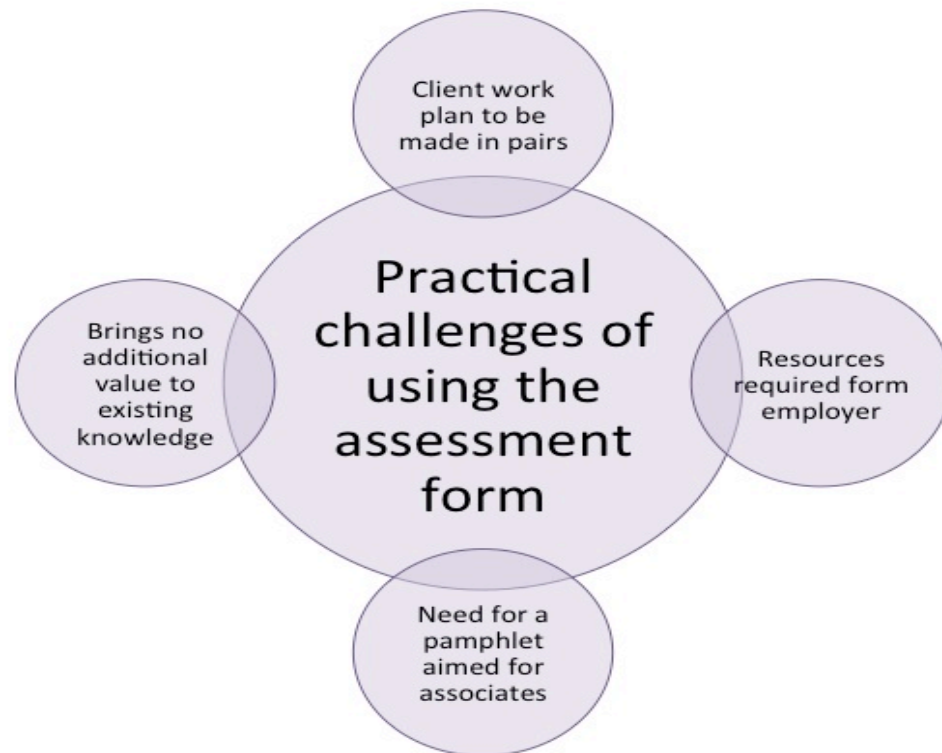
Figure seven depicts the main results of the practical challenges of using the skills assessment form. Using the skills assessment form requires resources, which the management will need to consider and provide. The need for a pamphlet explaining the services of the supported independent living through social counseling service to associates is necessary to reinforce the processes of the service. Client work plan is necessary to be compiled with pair work. Additionally it was voiced, that using the skills assessment form brought no additional value to the knowledge of the employee.

The process of filling in the form, making the plan and recording it were clarified in the discussion. The plan for the work will be done together with the supporting social counselor and the social counselor in charge of the client. The plan will be based on the evaluation of the needs of the client according to the skills assessment form. The counselor pair will make an initial plan with clear set goals. The plan will be gone through with the client and possible changes made according to his/her wishes. The plan will be recorded onto the computer program, Atj, used to record social work in the Helsinki municipality social services. The plan will be recorded according to the titles used in the written plan (see Appendix 9.). The title used in Atj for the plan will be "SUUNNITELMA". See figure 8.

Figure 8.

The process of compiling the client work plan:

Client work plan made by the social counselor in charge and assisting social counselor based on the skills assessment form of the client.

Plan is gone through with client. Necessary changes made according to the clients´ wishes.

Plan is recorded into the Atj-database using the title: "SUUNNITELMA"
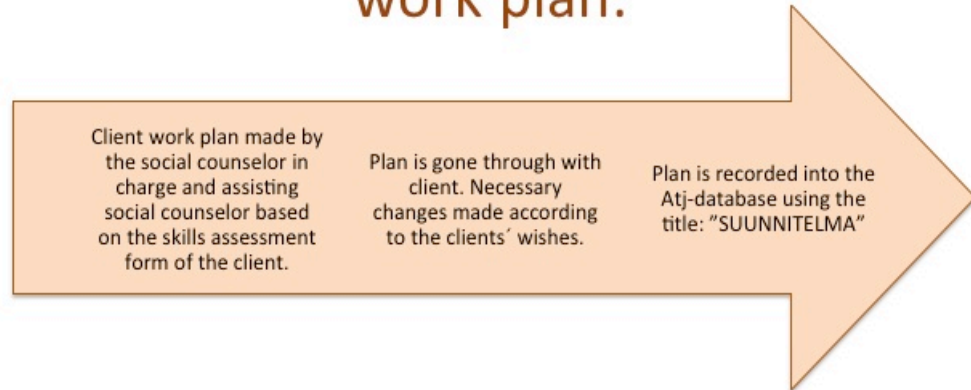
Figure eight depicts the process of compiling the client work plan, as was de-cided on during the interview for this thesis. The client work plan will be com-piled through pair work based on the skills assessment of the client. The plan will be gone through with the client and necessary changes made according to his/her wishes. The plan is to be recorded into the Atj database under the title: "SUUNNITELMA".

The experiences on the use of the form were mainly positive and sup-ported the hypothesis that using the assessment form would clarify the process of the social counseling service. Despite there being a consen-sus that the assessment form is beneficial for the work and it should be used in the future as well, the opinion that it did not bring any added val-ue to the already existing knowledge of the employee on the work being done, was also voiced. In addition the use of the form in practice showed that it had many flaws and needed to be made more user- as well a cli-ent friendly.

6.3 Reliability and ethics

To verify the initial positive results of this thesis the skills assessment form must be used more and with a larger number of clients. To gain a more solid evidence base on the value of the use of the assessment form more research will need to be conducted. Such researches should

be conducted in the future; as the assessment form will be made a part of the tools used in the Helsinki City services for disabled.

This initial study on the use of the assessment form was conducted with three social counselors giving their opinions as well as with one leading social worker. Such a research group is small and possibly bias due to the assessment form being created with the support of the subjects interviewed on its use.

The need to create a skills assessment tool came from the management of the services for disabled and therefore this research had the support of management through out the whole process. This support was valuable to the success of the research, but can also be seen as a factor affecting its reliability. Having strong support from the management on any specific project can make employees feel that they must give their support to the process of the research to maintain a good relationship with the management. This may have affected the answers and participation of the social counselors.

It can also be claimed that the active participation of the social counselors of the team in creating the assessment form made them bias to the effects of using the assessment form in action. However, throughout the process of this thesis there was open dialogue between the participants of the study, including positive and negative opinions on the creation and use of the assessment form and this thesis. The team did not embrace the idea of creating and taking into use the skills assessment form without hesitation. Why such a form could be beneficial or harmful to the social counseling service was discussed on multiple occasions.

The social counselors working in the team are trained professionals with an excellent level of knowledge on the client group, a high level of ethics as well as knowledge on tools used in the field of social services and services aimed for disabled. Due to the high level of professional knowledge of the team members, the opinions given by them in the collected data can be trusted as truthful and as un-bias as possible in this setting.

The relationship between research and ethics is twofold. From one perspective it is visible that the outcomes of the research affect the ethics of the research, while from the other perspective it can be said that the ethical views of the researcher affect the decisions made in the course of the research. The latter of the two perspectives is referred to as the actual ethics of research. Good ethics in a qualitative research refer also to the ethical treatment of the study subjects. This includes the study subjects being aware of the purpose of the study, the right to anonymity as well as the possibility to leave the study according to their own wishes. (Tuomi, Sarajärvi,2009:125, 129-130)

In an ethical study the researcher does not harm the study subjects during the research or with its outcomes. (Tuomi, Sarajärvi, 2009:130) This can sometimes be difficult to predict. In this thesis the aim was to create a new tool to support the work of the social counselors and hence improve the quality of the service received by the clients. Due to the nature of the service not being medical or "life saving" the risk of causing actual physical harm to the clients was small. However, some ethical issues in this thesis arise form the fact that that the researcher is an employee of the team providing the social counseling service and the data for the research. The researcher previously knew the professionals interviewed in this research, as they are close colleagues of her. They had been a part of developing the assessment form and therefore had already some pre-assumptions and personal opinions on the value of the assessment form.

Due to the researcher being a part of the team providing the social counseling service, her methods of working as well as her views on the service, had an affect on the process of this thesis. The personal views of the researcher on the service are bias due to being an inside observer. This said however, it can be an advantage in developing the work, to have a clear insight and understanding of the actual everyday work being done.

When planning this thesis the decision was made within the social counseling team that the insight of the researcher would be valuable for the

success of this thesis. The outcome of this thesis had an impact on the actual working life processes, and therefore the benefit of the researchers personal experiences on the use of the assessment form outweighed the ethical issues arising from being an inside observer.

The researcher, having a large role in the decision-making concerning the topic of this thesis, can also be seen as an ethical issue, however it is quite common in research. It is not often that an individual researches a topic outside of his/her own interest areas. It is possible that due to the active participation of the researcher and her presence in the team, as well as the support of the team manager, it was not easy for all of the team members to express adverse opinions.

A positive aspect, regarding the ethics of the thesis is, that the team of social counselors was given opportunities to express their own opinions and views on the thesis. Additionally the team was included in the shaping of the final details of the assessment form as well as were given the opportunity the give their opinions on the final and most valuable changes made to the assessment form based on the experience of using it with clients.

6.4 Conclusion

The process of creating the assessment form and using it in action with the clients was both interesting as well as educational for me. Creating the assessment form itself took many hours of hard work and required reflection on the work I do and myself as a professional as well as as a colleague. Initially I found it difficult to separate myself from the assessment form I was creating. Therefore I took criticism on the different versions of the assessment form personally and felt my professionalism was being questioned. A large part of the process of this thesis for me was to grow as a professional and learn to separate my professional self and private self from each other.

In the beginning of the process I was surprised by the resistance some of my team members had to the assessment form and thesis topic overall. I felt that developing our service was a natural part of the job as it

was presented to me that ongoing development would be a part of the task I was hired for. Therefore I could not comprehend resistance to further developing the process of the service. Discussing the issue with my team and manager were a valuable lesson for me on navigating conflicts in values and processes in my work. In retrospect I have come to the conclusion that the resistance towards creating a new tool was based on fear that using it would add on to the already large workload of the team. Some may also have felt their professional skills were being questioned. The resistance disappeared for the most part during the process of the research.

I did not however find the resistance of the social counselors working with severely learning disabled clients against the implementation of the assessment form into their work, surprising. Most of the counselors working with the learning disabled clients have been working in the same position for many years. It is typical for employees to feel safe in the methods they have used for many years. Resistance to change and new methods is nothing new in the social services sector. I hope that this resistance also disappears with time. The importance of evaluating the skills of ageing clients is an issue of todays´ society and concerns learning disabled elderly the same as non-learning disabled elderly.

Observing the process of this thesis in hindsight, shows that the Lean-process should have been introduced in a structured manner to the team as one of the first steps of the research. The assessment form should have been created in a more organized manner. If done again, I would agree on set dates with the team on when to go over the current versions of the assessment form. Additionally I would use the Lean-process steps to analyze its functionality and make changes. I feel it would have been beneficial to this research to organize meetings where the processes of the social counseling service would have been inspected using the Lean-process method. I believe that a larger positive gain could have been achieved by doing this.

Due to unexpected illnesses and absences from work the schedule for testing the assessment form on our clients was altered. This turned out

to be a positive change as not all of the team members had been able to finish the necessary amount of assessments agreed on. This showed that the schedule for completing this thesis was in fact too short. I feel that more time would have given us more concrete answers on the functionality of the assessment form in action. Further developing the assessment form will now become the job of the whole team of social counselors providing this service and my hope is that it will be further developed and changes made according to the needs of the clients and the service processes.

Despite the intense schedule of the thesis I feel satisfied with having made a concrete difference on the process of the service of supported independent living. Additionally the fact that the assessment form was taken into use in the Paula-koti group home showed that creating the assessment form was beneficial to my organization. My hope is that the assessment form will be taken into a wider use in the Helsinki municipality services for disabled and that it will benefit the clients we work with.

The most important part of the work I do is the client work and the effect of my work to the life of the client. I hope to be able to continue being a part of developing the services for disabled, especially the services aimed for individuals with Autism Spectrum Disorder´s, in the Helsinki municipality in the future as well. There is still a need to further develop the processes of the services for disabled. I feel that taking the Lean-process into a wide use in our organization would benefit both the well being of the employees as well as our clients.

References

Ferrace E., (2000) *Action Research.* Brown University

George M., Rowlands D., Kastle B., (2004) *What is lean six sigma?* USA: McGraw-Hill Books.

Ikonen O., (1998) *AUTISMI teoriasta käytäntöön.* Jyväskylä: Atena Kustannus Oy.

Liker J., (2006) *Toyotan tapaan.* Jyväskylä: Gummerus Kirjapaino Oy.

Peavy Vance R., (2006) *Sosiodynaamisen ohjauksen opas.* Helsinki: Psykologien kustannus Oy.

Radnor Z., Walley P., Stephens A., Bucci G., (2006) *Evaluation of the Lean Approach to Business Management and its use in the Public Sector.* Scottish Executive Social Research.

Rostila I., (2001) *Tavoitelähtöinen sosiaalityö Voimavarakeskeisen ongelmaratkaisun perusteet.* Jyväskylä: Paino Kopijyvä Oy.

Tuomi J., Sarajärvi A., (2009) *Laadullinen tutkimus ja sisältöanalyysi.* Jyväskylä: Gummerus Kirjapaino Oy.

Virtanen H., (2009) *Selkokielen käsikirja.* Tampere: Esa Print Oy.

Womack J., Jones D., (2005) *Lean solutions. How Companies and customers can create value and wealth together.* Great Britain: Simon & Schuster UK Ltd.

Discussion with colleagues Siiri Wallenius, Nadja Tomson, 11.11.2013

Discussion with Social counselor Eeva Mikkonen, 3.12.2013

Team meeting with leading social worker Anu Purhonen and social counselors Eeva Mikkonen, Siiri Wallenius and Pauliina Vähäpesola, 6.3.2014

Study visit to HUS Kuvantaminen Radiology, 9.4.2014.

Social counselors meeting, 20.5.2014

http://www.ablepathways.com

http://www.ammattinetti.fi

http://www.autismiliitto.fi

http://www.finlex.fi

https://www.uclaextension.edu

http://verneri.net

http://www.finlex.fi/en/laki/kaannokset/2005/en20050272.pdf

APPENDIX 1. SUPPORT FOR INDEPENDENT LIVING –LEAFLET FOR CLIENTS

Itsenäisen asumisen tuki

Sosiaaliohjaajien tehtävänä on tukea ja vahvistaa sinua

- kun asut omassa kodissa
- kun suunnittelet muuttoa omaan kotiin tai vasta haet asuntoa
- arjen hallinnassa: aikatauluista ja sovituista asioista kiinni pitäminen, rahankäyttö, vuokra, laskut, säästäminen, kaupassa käynti, virastoissa ja lääkäreissä asiointi
- kodinhoitoon liittyvissä asioissa: siivoaminen, ruuanlaitto, vaatteiden puhtaanapito, oma siisteys
- työhön ja opiskeluun liittyvissä asioissa
- mielekkäässä vapaa-ajan toiminnassa: harrastukset, ystävät, ryhmätoiminta

Sosiaaliohjaajan kanssa voit keskustella kaikesta elämääsi liittyvistä asioista.

Vammaistyön sosiaalityöntekijä tekee sosiaaliohjauksesta päätöksen ja palvelu on sinulle maksutonta.

Pauliina Vähäpesola
Sosiaaliohjaaja
Vammaisten sosiaalityö
Toinen linja 4 A, 3.krs, 00530Helsinki
 PL 7115, 00099 Helsingin kaupunki
 puh. 040 4872814 /(09) 310 44002
 pauliina.vahapesola@hel.fi

Siiri Wallenius
Sosiaaliohjaaja
Vammaisten sosiaalityö
Toinen linja 4 A, 3.krs, 00530 Helsinki
 PL 7115, 00099 Helsingin kaupunki
 puh. 0406542236/ (09)310 45027
 siiri.wallenius@hel.fi

Eeva Mikkonen
Sosiaaliohjaaja
Vammaisten sosiaalityö
Toinen Linja 4 A, 3.krs, 00530 Helsinki
PL 7115, 00099 Helsingin kaupunki
puh. 040-4873251 / (09) 310 44003
eeva.mikkonen@hel.fi

APPENDIX 2. CLIENT WORK PLAN 2012

HELSINGIN KAUPUNKI		SUUNNITELMA	1 (4)
SOSIAALIVIRASTO			
Vammaisten sosiaalityö			
Asumisen tuki			

YHTEYSTIEDOT

	Nimi	Yhteystiedot
Asiakas		
Puoliso		
Äiti		
Isä		
Äitipuoli		
Isäpuoli		
Lapsi		
Lapsi		

VASTUUHENKILÖT

	Nimi	Yhteystiedot
Sosiaalityöntekijä		
Sosiaaliohjaaja		
Sosiaaliohjaaja		

MUUT YHTEISTYÖTAHOT

Nimi	Yhteystiedot

☐ Asiakas on tietoinen työntekijöiden vaitiolovelvollisuudesta

☐ Asiakas on tietoinen, että työntekijöillä on velvollisuus kirjata työskentelyn kannalta oleelliset asiat sosiaaliviraston sähköiseen asiakastietojärjestelmään (ATJ) ja asiakkaalla on halutessaan oikeus saada nämä tiedot nähtäväkseen

HELSINGIN KAUPUNKI
SOSIAALIVIRASTO
Vammaisten sosiaalityö
Asumisen tuki

SUUNNITELMA

2 (4)

ALKUTAPAAMINEN

Aika:
Paikka:
Läsnä:

Asiakkaan tilanne tällä hetkellä:
_____
_____
_____
_____

Asiakkaan näkemys siitä, mihin tarvitsee apua ja tukea:
_____
_____
_____
_____

Asiakkaan vahvuudet:
_____
_____
_____
_____

Asiakkaan tukiverkosto:
_____
_____
_____
_____

Työntekijöiden näkemys muutoksen ja työskentelyn tarpeesta:
_____
_____
_____
_____

Yhteisesti sovitut tavoitteet:
_____
_____
_____
_____

Miten edellä mainittuihin tavoitteisiin pyritään:
_____
_____
_____
_____

HELSINGIN KAUPUNKI
SOSIAALIVIRASTO
Vammaisten sosiaalityö
Asumisen tuki

SUUNNITELMA   3 (4)

Työskentelyn aikataulu:

Seuraavan arvioinnin / tapaamisen ajankohta:
VÄLIARVIOINTI

Aika:
Paikka:
Läsnä:

Miten tavoitteet ovat toteutuneet:
_____
_____
_____
_____
_____
_____

Mitä muutoksia asiakas on havainnut tilanteessaan ja miten se näkyy:
_____
_____
_____
_____
_____
_____

Tarvittavat muutokset tavoitteissa:
_____
_____
_____
_____
_____
_____

Muuta huomioitavaa:
_____
_____
_____
_____
_____
_____

Seuraavan arvioinnin / tapaamisen ajankohta:

HELSINGIN KAUPUNKI   SUUNNITELMA

SOSIAALIVIRASTO

Vammaisten sosiaalityö

Asumisen tuki

_____

LOPPUARVIOINTI

Aika:
Paikka:
Läsnä:

Asiakkaan tilanne nyt:
_____
_____
_____
_____
_____
_____

Miten tavoitteet toteutuivat:
_____
_____
_____
_____
_____
_____

Muuta huomioitavaa:
_____
_____
_____
_____
_____
_____

JATKOSUUNNITELMA:
_____
_____
_____
_____
_____

APPENDIX 3. SKILLS AND BEHAVIOUR ASSESSMENT, UCLA EXTENSIONS

UCLA Extension

Pathway
Building paths to bright futures

Skill and Behavior Assessment

(to be filled out by the Applicant and/or Guardian)

Name of Applicant

Name of Person Completing this Form

Relationship to Applicant

Safety Skills

	WITH NO ASSISTANCE	LITTLE ASSISTANCE	SIGNIFICANT ASSISTANCE	WITH NO REMINDERS	FEW REMINDERS	MANY REMINDERS	IS STILL LEARNING	N/A
Understands emergency procedures								
Uses a key to enter/exit house								
Distinguishes between friends and strangers								
Can use basic self-defense								
Carries identification in public								
Is able to stay home alone								
Exhibits safe fire behaviors								
Shows safe smoking habits								
Can make calls for assistance								

Additional comments:

Daily Routine & Hygiene

	WITH NO ASSISTANCE	LITTLE ASSISTANCE	SIGNIFICANT ASSISTANCE	WITH NO REMINDERS	FEW REMINDERS	MANY REMINDERS	IS STILL LEARNING	N/A
Sets and uses an alarm to wake up								
Makes bed daily								
Prepares simple meals								
Creates healthy meals								
Sets the table								
Cleans dishes after eating								
Understands and uses public transportation								
Carries enough money to pay for necessities								
Makes grocery lists and shops								
Plans leisure activities								
Goes to sleep at a reasonable time								
Keeps bedroom clean								
Does laundry each week								
Uses a vacuum								
Showers independently on a daily basis								
Exercises positive grooming behaviors								
Uses a hair dryer/curling iron safely								
Shaves regularly								

Additional comments:

Money Management

	WITH NO ASSISTANCE	LITTLE ASSISTANCE	SIGNIFICANT ASSISTANCE	WITH NO REMINDERS	FEW REMINDERS	MANY REMINDERS	IS STILL LEARNING	N/A
Is able to save money for larger purchases								
Uses a bank account								
Is aware of monthly spending								
Knows monthly income								
Uses personal money for spending								
Realizes the difference between needs and wants								
Is able to create and follow a weekly/daily budget								

Social Skills

	WITH NO ASSISTANCE	LITTLE ASSISTANCE	SIGNIFICANT ASSISTANCE	WITH NO REMINDERS	FEW REMINDERS	MANY REMINDERS	IS STILL LEARNING	N/A
Has friends at own age								
Plans social events								
Maintains positive relationships with adults								
Has a best friend								
Has a boyfriend/girlfriend								
Invites friends to go on outings								
Participates in social events								
Enjoys spending time alone with friends								
Has ability to problem solve								

Additional comments:

Ability to use

	WITH NO ASSISTANCE	LITTLE ASSISTANCE	SIGNIFICANT ASSISTANCE	WITH NO REMINDERS	FEW REMINDERS	MANY REMINDERS	IS STILL LEARNING	N/A
Coffee pot								
Stove/oven								
Toaster								
Microwave								
Can opener								
Dishwasher								
Iron								
Washing machine/dryer								
DVD player								
CD player								
Telephone/cell phone								
Computer								
Television								

Additional comments:

Skill and Behavior Assessment 4/4

APPENDIX 4. PRE-PLANNED TOPICS FOR THE GROUP INTERVIEW

<u>Ryhmä haastattelun aiheet 9.6.2014</u>

- AJANKÄYTTÖ LOMAKETTA TÄYTTÄESSÄ

- SISÄLLÖN YMMÄRRETTÄVYYS ASIAKKAALLE

- UUDEN ASIAKKAAN TARPEISIIN PEREHTYMINEN

- SUUNNITELMAN TEKO

- TYÖNKUVAN SELKEYTYMINEN LOMAKKEEN AVULLA

- PERUSTEHTÄVÄN SELKEYTYMINEN

- PROSESSI ASIAKKAAKSI TULOSTA

- TUEN TARPEEN ARVIOINTILOMAKKEEN MUOKKAUS EHDOTUKSET

APPENDIX 5. TRIAL VERSION OF THE SKILLS ASSESSMENT FORM

TUEN TARPEEN ARVIOINTI

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO
Vammaisten sosiaalityö

pvm

Asiakas:

Sosiaaliohjaaja:

Muu henkilö:

PÄIVÄTTÄISET TOIMINNAT & HYGIENIAN HOITO	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Tuntee kellon				
Osaa pitää kiinni sovituista ajoista				
Huolehtii riittävästä unenmäärästä				
Valmistaa ruokaa				
Syö terveellisesti				
Laatii ostoslistan ja tekee ruokaostokset				
Liikkuu kodin lähialueella				
Osaa käyttää julkista liikennettä				
Asioi virastoissa/terveydenhuollossa				
Lukee/täyttää virallisia lomakkeita				
Suunnittelee vapaa-ajan toimintaa				
Huolehtii kodin puhtaudesta				
Tiskaa astiat				
Pesee pyykit				
Vaihtaa lakanat tarpeen mukaan				
Huolehtii omasta hygieniasta riittävästi				
Pesee hampaat päivittäin				
Osaa ajaa parran				
Pukeutuu puhtaisiin vaatteisiin				
Osaa pukeutua sään mukaan				
Käyttää lääkkeitä ohjeiden mukaan				
Tunnistaa lääkärin tarpeen				

Lisätietoja

Asiakkaan nimi: Pvm:

SOSIAALISET TAIDOT	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Kykenee solmimaan sosiaalisia suhteita				
On ystäviä/kavereita				
Osallistuu sosiaalisiin tapahtumiin				
On kiinnostunut muista ihmisistä				
Ilmaisee itseään sujuvasti				
Tunnistaa ja ilmaisee tunteitaan				

Lisätietoja

Asiakkaan nimi:

Pvm:

TALOUDEN HALLINTA	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Tietää kuukausitulot				
Kykenee seuraamaan kuukausittaisia menoja				
Osaa käyttää verkkopankkia				
Osaa suunnitelmallisen rahan käytön				
Erottaa tarpeen ja halun				
Pysyy sovitussa budjetissa				

Lisätietoja

Asiakkaan nimi: Pvm:

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO Vammaisten sosiaalityö

TURVATAIDOT	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Pystyy olemaan yksin kotona				
Erottaa ystävät tuntemattomista				
Osaa peruspaloturvallisuustaidot				
Osaa soittaa hätänumeroon tarvittaessa				
Osaa soittaa muuta apua tarvittaessa				
Osaa suojautua taloudelliselta hyväksikäytöltä				
Osaa suojata fyysisen koskemattomuuden				
Osaa turvallisen internet käyttäytymisen				

Lisäteitoja

Asiakkaan nimi: Pvm:

OSAA KÄYTTÄÄ	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Kahvinkeitintä/vedenkeitintä				
Uunia/liettä				
Mikroaaltouunia				
Astianpesukonetta				
Pyykinpesukonetta/kuivausrumpua				
Imuria				
Kännykkää/puhelinta				
Tekstiviestejä				
Tietokonetta				
Sähköpostia				
Kalenteria				

Lisätietoja

Asiakkaan nimi: Pvm:

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO Vammaisten sosiaalityö

APPENDIX 6. TRIAL VERSION OF THE INSTRUCTION MANUAL FOR THE USE OF THE SKILLS ASSESSMENT FORM

TUEN TARPEEN ARVIOINTI -ohje

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO
Vammaisten sosiaalityö

Asiakas:
Asiakkaan nimi

Sosiaaliohjaaja:
Sosiaaliohjaajan nimi

Muu henkilö:
Muu henkilö, joka on mukana lomaketta täytettäessä (läheinen, perheenjäsen, työntekijä, avustaja jne.)

pvm

Tuen tarpeen arviointi -lomake täytetään sosiaaliohjauksen alkaessa yhdessä asiakkaan (ja hänen läheisensä) kanssa ja sen pohjalta tehdään työnsuunnitelma. Suunnitelma liitetään arviointilomakkeeseen ja siihen merkitään työskentelyn seuraavan arvioinnin ajankohta. Lomaketta käydään läpi keskustellen ja asiakkaan yksilölliset tarpeet huomioiden (esim. uskonto, kulttuuri, ikä, diagnoosi).

<u>Itsenäisesti</u>; asiakas kykenee hoitamaan/toimittamaan asian itse.

Tarvitsee tukea, asiakas tarvitsee asiaa hoitaakseen/toimittaakseen sanallista muistuttamista puhelimitse, tekstiviestitse, lukujärjestyksen avulla, muistilapulla tai sähköpostitse.

Tarvitsee ohjausta: Asiakas tarvitsee ohjaajan fyysisen läsnäolon sekä sanallisen ohjauksen tai esimerkin kautta yhdessä tekemisen suoriutuakseen tehtävästä.

<u>Autettuna</u>; Tehtävä/toiminta täytyy suorittaa asiakkaan puolesta. (Henkilökohtaisen avun tarve arvioitava)

<u>Ei tietoa</u>; Asiakas ei osaa kertoa kykeneekö toimintaan tai mitä tukea toiminnan suorittamiseen mahdollisesti tarvitsee.

<u>Haluaa lisäharjoitusta</u>; Asiakas kykenee hoitamaan toiminnan tuettuna tai jossain määrin itsenäisesti, mutta haluaa kehittää taitoa edelleen sosiaaliohjauksen avulla. (Esim. ruuanlaitto, sosiaaliset taidot)

<u>Ei halua harjoitella</u>; Asiakkaan kyky hoitaa toiminta on epäselvää tai hän ei siihen kykene, eikä halua hoitaa asiaa sosiaaliohjaajan kanssa. Hoitaa asian omalla tavallaan itsenäisesti tai muun tukiverkoston avulla.

<u>Edunvalvoja hoitaa</u>; Asiakkaalla on edunvalvoja, jolloin tietyt taloudelliset asiat hoituvat edunvalvojan avulla. Asiakas määrittelee yhteistyön sosiaaliohjauksen ja edunvalvonnan välillä.

Punaisella esimerkkejä ja selityksiä väittämille.

PÄIVÄTTÄISET TOIMINNAT & HYGIENIAN HOITO	Kyllä	Ei	Haluaa harjoitella
Tuntee kellon	*Osaa käyttää kelloa aikatalun suunnittelussa sekä esim. ruoanlaitossa. Tuntee viisari/digikellon.*		
Osaa pitää kiinni sovituista ajoista	*Menee tapaamisiin, töihin, kouluun, lääkäriin jne. sovitusti. On myöhässä/etuajassa.*		
Huolehtii riittävästä unenmäärästä	*Nukkuuko tarpeeksi/liian paljon/liian vähän omien arjen aikataulujen kannalta.*		
Valmistaa ruokaa	*Valmistaa päivittäin itselleen ruokaa/syö päivittäin.*		
Syö terveellisesti	*Pysyykö ruokavaliollaan terveenä/Onko yli- tai alipainoa*		
Laatii ostoslistan ja tekee ruokaostokset	*Suunnittelee hankinnat sen mukaan, mitä aikoo valmistaa/ostelee mielitekojen mukaan*		
Liikkuu kodin lähialueella	*Asioi omalla alueellaan kaupassa, terveyskeskuksessa jne. Käy kodin ulkopuolella kävelyllä tms.*		
Osaa käyttää julkista liikennettä	*Osaa liikkua julkisilla kulkuneuvoilla ja ostaa matkalipun/ladata ja huolehtia matkakortista*		
Asioi virastoissa/terveydenhuollossa	*Asioi Kelassa, verovirastossa, työvoimatoimisto, terveyskeskuksessa, hammaslääkärissä, psykiatrian plk.*		
Lukee/täyttää virallisia lomakkeita	*Osaa lukea virastoista tulleita kirjeitä ja täyttää vaadittuja lomakkeita.*		
Suunnittelee vapaa-ajan toimintaa	*Suunnittelee itsekseen tai muiden kanssa menoja sosiaalisiin tapahtumiin, juhliin jne.*		
Huolehtii kodin puhtaudesta	*Siivoaa kotiaan säännöllisesti/epäsäännöllisesti/ei laisinkaan.*		
Tiskaa astiat	*Tiskaa astiat tarpeen vaatiessa/viikottain/kuukausittain/ei ollenkaan.*		
Pesee pyykit	*Pesee pyykkiä säännöllisesti niin, että käytettävissä on puhtaita vaatteita jatkuvasti.*		
Vaihtaa lakanat tarpeen mukaan	*Vaihtaa lakanoitaan kerran kk/viikottain/ei laisinkaan.*		
Huolehtii omasta hygieniasta riittävästi	*Peseytyy useasti viikossa ja on siistin näköinen. Ei haise/haisee epämiellyttävälle.*		
Pesee hampaat päivittäin	*Huolehtii hampaistaan pesemällä ne säännöllisesti.*		
Osaa ajaa parran	*Ajaa parran tarvittaessa tai halutessaan/ei osaa käyttää partakonetta.*		
Pukeutuu puhtaisiin vaatteisiin	*Huolehtii, että pukeutuu puhtaisiin ehjiin vaatteisiin/pitää samoja vaatteita viikkoja.*		
Osaa pukeutua sään mukaan	*Tunnistaa säähän sopivan takin/hatun/hanskojen jne tarpeen/ei ylipukeudu kuumalla.*		
Käyttää lääkkeitä ohjeiden mukaan	*Noudattaa pakkauksen tai lääkärin ohjeita lääkkeitä käyttäessään/väärinkäyttää esim. unilääkkeitä tai kipulääkkeitä.*		
Tunnistaa lääkärin tarpeen	*Tietää milloin varata aika lääkärille/varailee aikaa lääkärille ilman syytä.*		

Punaisella esimerkkejä ja selityksiä väittämille.

SOSIAALISET TAIDOT	Kyllä	Ei	Haluaa harjoitella
Kykenee solmimaan sosiaalisia suhteita	*Saa uusia ystäviä/ylläpitää vanhoja ystävyyssuhteita.*		
On ystäviä/kavereita	*On ystäviä keiden kanssa keskustella ja viettää aikaa/ei ystäviä.*		
Osallistuu sosiaalisiin tapahtumiin	*Käy tapahtumissa, elokuvissa, harrastuksissa, baarissa/viettää aikaansa kotona.*		
On kiinnostunut muista ihmisistä	*Tuntee empatiaa muita kohtaan ja on kiinnostunut kuulemaan muidenkin mielipiteitä ja asioita.*		
Ilmaisee itseään sujuvasti	*Osaa puheella tai muuten ilmaista mielipiteitään, toiveitaan ja halujaan/myötäilee aina muita. /Poikkeavat vuorovaikutustaidot esim. tulkitsee ihmisiä väärin tai ilmaisee itseään hyökkäävästi.*		
Tunnistaa ja ilmaisee tunteitaan	*Kykenee kertomaan pahasta/hyvästä/hermostuneesta olosta jne.*		

Lisätietoja

Punaisella esimerkkejä ja selityksiä välttämille.

TALOUDEN HALLINTA	Kyllä	Ei	Haluaa harjoitella
Tietää kuukausitulot			*Tietää paljonko saa rahaa kuukaudessa ja mistä ne tulevat (eläke/palikka/työmarkkinatuki).*
Kykenee seuraamaan kuukausittaisia menoja			*Osaa seurata rahojen käyttöä niin, että raha riittää seuraavaan rahojen tulopäivään asti.*
Osaa käyttää verkkopankkia			*Omistaa verkkopankkitunnukset ja osaa käyttää niitä*
Osaa suunnitelmallisen rahan käytön			*Ostaa ruokaa ja muita tuotteita hintatietoisesti. Tekee isoja hankintoja harkitusti.*
Erottaa tarpeen ja halun			*Ymmärtää mitä tarkoittaa jonkin välttämättömän tuotteen tarve (esim. saippua) verrattuna mielihaluun (esim. suklaa) suhteessa rahatilanteeseensa.*
Pysyy sovitussa budjetissa			*Laskee ostosten hinnat niin, että siihen varattu rahamäärä riittää.*

Punaisella esimerkkejä ja selityksiä välittämille.

TURVATAIDOT	Kyllä	Ei	Haluaa harjoitella
Pystyy olemaan yksin kotona	*Pystyy olemaan kotonaan yksin ilman jatkuvaa seuraa puhelimitse/fyysisesti.*		
Erottaa ystävät tuntemattomista	*Ymmärtää esim. työntekijän ja ystävän/kaupan kassahenkilön ja tyttöystävän (poikaystävän) eron.*		
Osaa peruspaloturvallisuustaidot	*Tietää miten toimia tulipalon sattuessa ja osaa turvallisesti käsitellä tulta ja sähkölaitteita.*		
Osaa soittaa hätänumeroon tarvittaessa	*Tietää hätänumeron 112, ja uskaltaa soittaa siihen tarpeen vaatiessa.*		
Osaa soittaa muuta apua tarvittaessa	*Soittaa esim. perheenjäsenelle, työntekijälle tai ystävälle kun tarvitsee apua.*		
Osaa suojautua taloudellisesta hyväksikäytöltä	*Lainailee/ei lainaile rahaa tai anna omaisuuttaan/asuntoaan pois tai toisten käytettäväksi.*		
Osaa suojata fyysisen koskemattomuuden	*Osaa rajata omaa fyysistä, seksuaalista ja henkistä koskemattomuutta vieraiden ja läheisten ihmisten kanssa.*		
Osaa turvallisen internet käyttäytymisen	*Ei jaa kuvioaan/anna henkilökohtaisia tietojaan tuntemattomille chatissä.*		

Punaisella esimerkkejä ja selityksiä väittämille.

OSAA KÄYTTÄÄ	Kyllä	Ei	Haluaa harjoitella	
Kahvinkeitintä/vedenkeitintä	*Keittää kahvia/teetä*			
Uunia/liettä	*Käyttää asianmukaisesti liettä tai uunia laittaessaan ruokaa/ei käytä niitä laisinkaan.*			
Mikroaaltouunia	*Osaa valita sopivan ajan lämmitettäville/sulatettaville ruoille.*			
Astianpesukonetta				
Pyykinpesukonetta/kuivausrumpua				
Imuria				
Kännykkää/puhelinta				
Tekstiviestejä				
Tietokonetta				
Sähköpostia				
Kalenteria	*Merkitsee kalenteriin menonsa ja seuraa kalenteria.*			

Lisätietoja

APPENDIX 7. FINAL VERSION OF THE SKILLS ASSESSMENT FORM

TUEN TARPEEN ARVIOINTI

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO

Vammaisten sosiaalityö

pvm

Asiakas:

Sosiaaliohjaaja:

Muu henkilö:

ITSESTÄÄN HUOLEHTIMINEN	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Huolehtii riittävästä unenmäärästä				
Syö terveellisesti				
Huolehtii omasta hygieniasta riittävästi				
Pesee hampaat päivittäin				
Osaa ajaa parran				
Osaa huolehtia kuukatishygieniastaan				
Pukeutuu puhtaisiin vaatteisiin				
Osaa pukeutua sään mukaan				
Käyttää lääkkeitä ohjeiden mukaan				
Tunnistaa lääkärin tarpeen				

Lisätietoja

Asiakkaan nimi:

Pvm:

KODINHOITO	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Valmistaa ruokaa				
Laatii ostoslistan ja tekee ruokaostokset				
Huolehtii kodin puhtaudesta				
Tiskaa astiat				
Pesee pyykit				
Vaihtaa lakanat tarpeen mukaan				
Osaa käyttää kahvinkeitintä/vedenkeitintä				
Osaa käyttää uunia/liettä				
Osaa käyttää mikroaaltouunia				
Osaa käyttää astianpesukonetta				
Osaa käyttää pyykinpesukonetta/kuivausrumpua				
Osaa käyttää imuria				

Lisätietoja

Asiakkaan nimi:

Pvm:

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO Vammaisten sosiaalityö

KODIN ULKOPUOLELLA TOIMIMINEN	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Tuntee kellon				
Osaa pitää kiinni sovituista ajoista				
Liikkuu kodin lähialueella				
Osaa käyttää julkista liikennettä				
Asioi virastoissa/terveydenhuollossa				
Lukee/täyttää virallisia lomakkeita				
On päiväohjelmaa				
Osaa käyttää kännykkää/puhelinta				
Osaa kirjoittaa tekstiviestejä				
Osaa lukea tekstiviestejä				
Osaa käyttää tietokonetta				
Osaa käyttää sähköpostia				
Osaa käyttää kalenteria				

SOSIAALISET TAIDOT JA VAPAA-AIKA	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
On ystäviä/kavereita				
On vapaa-ajan toimintaa/harrastuksia				
Suunnittelee vapaa-ajan toimintaa				
On kiinnostunut muista ihmisistä				
Ilmaisee itseään sujuvasti				
Tunnistaa ja ilmaisee tunteitaan				

Lisätietoja:

Asiakkaan nimi: Pvm:

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO Vammaisten sosiaalityö

3/4

TALOUDEN HALLINTA

	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Tietää kuukausitulot				
Kykenee seuraamaan kuukausittaisia menoja				
Osaa käyttää verkkopankkia				
Osaa suunnitelmallisen rahan käytön				
Erottaa tarpeen ja halun				
Pysyy sovitussa budjetissa				

TURVATAIDOT

	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Pystyy olemaan yksin kotona				
Erottaa ystävät ja työntekijän eron				
Osaa peruspaloturvallisuustaidot				
Osaa soittaa hätänumeroon tarvittaessa				
Osaa soittaa muuta apua tarvittaessa				
Osaa suojautua taloudelliselta hyväksikäytöltä				
Osaa suojata fyysisen koskemattomuuden				
Osaa turvallisen internet käyttäytymisen				

Lisätietoja

Asiakkaan nimi: Pvm:

4/4

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO Vammaisten sosiaalityö

APPENDIX 8. FINAL VERSION OF THE INSTRUCTION MANUAL FOR THE USE OF THE SKILLS ASSESSMENT FORM

OHJE TUEN TARPEEN ARVIOINTILOMAKKEEN TÄYTTÄMISEEN   pvm

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO

Vammaisten sosiaalityö

Asiakas:

Asiakkaan nimi

Sosiaaliohjaaja:

Sosiaaliohjaajan nimi

Muu henkilö:

Muu henkilö, joka on mukana lomaketta täytettäessä (läheinen, perheenjäsen, työntekijä, avustaja jne.)

Tuen tarpeen arviointilomake täytetään sosiaaliohjauksen alkaessa yhdessä asiakkaan (ja hänen läheisensä) kanssa ja sen pohjalta tehdään asiakastyön suunnitelma. Suunnitelma liitetään arviointilomakkeeseen ja siihen merkitään työskentelyn seuraavan arvioinnin ajankohta. Lomaketta käydään läpi keskustellen ja asiakkaan yksilölliset tarpeet huomioiden (esim. uskonto, kulttuuri, ikä, diagnoosi). Lomaketta täytettäessä on tärkeää muistaa käyttää selkokieltä ja varmistaa, että asiakas ymmärtää, mistä puhutaan. Lomaketta täyttäessä voi asiakkaan tarpeen mukaan käyttää erilaisia puhetta tukevia menetelmiä, esim. kuvat, verkostokartta, piirtäminen.

Tuen tarpeen arviointilomakkeessa on väittämiä liittyen arjen toimintoihin. Ohjeessa on *punaisella* kirjoitettu mahdollisia esimerkkejä siitä, mitä väittämillä tarkoitetaan. Tarkoitus on keskustella väittämien sisällöistä. Täytä sarakkeisiin kyllä/ei vastaus sekä asiakkaan halu harjoitella toimintaa. Viimeiseen sarakkeeseen sekä "lisätietoja" osioon voit täyttää sosiaaliohjauksen kannalta merkityksellisiä lisätietoja asiakkaan taidoista.

Lomakkeen avulla on tarkoitus selvittää asiakkaan kykyä selviytyä käytännön tehtävistä itsenäisesti vai tarvitseeko hän niihin tukea ja/tai apua. Itsenäisesti suoriutuminen tarkoittaa, ettei asiakas tarvitse laisinkaan tukea toimintaan. Tuki/ohjaus tarkoittaa sitä, että työn- tekijä ja/tai omainen ohjaa asiakkaan toimintaa sanallisesti, kirjallisesti, muistuttamalla tai esimerkin kautta joko puhelimitse, viestitse tai olem- malla fyysisesti läsnä. On hyvä pohtia henkilökohtaisen avun tarvetta, jos asiakas tarvitsee fyysistä apua tehtävästä selviytymiseen.

Asiakas voi halutessaan harjoitella toimintoja, jotka eivät vielä itsenäisest suju, sosiaaliohjaajan kanssa. On tärkeä muistaa, että kaikkia toimin- toja hän ei välttämättä halua harjoitella harjoittelun tarpeesta huolimatta. Asiakkaalle on annettava mahdollisuus puhua tarpeistaan oman kykynsä ja jaksamisensa mukaan. Kaikki haasteet eivät välttämättä tule ilmi ensimmäisellä arviointikerralla. Luottamuksen rakentaminen asiakkaan kanssa on tärkeää.

Taloudellisissa asioissa on huomioitava mahdollinen edunvalvoja. Edunvalvoja on vastuussa raha-asioiden hoitamisesta asiakkaan kanssa.

ITSESTÄÄN HUOLEHTIMINEN	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Huolehtii riittävästä unenmäärästä				*Nukkuuko tarpeeksi/liian paljon/liian vähän omien arjen aikataulujen kannalta.*
Syö terveellisesti				*Pysyykö ruokavaliollaan terveenä/Onko yli- tai alipainoa*
Huolehtii omasta hygieniasta riittävästi				*Peseytyy useasti viikossa ja on siistin näköinen. Ei haise/haisee epämiellyttävälle.*
Pesee hampaat päivittäin				*Huolehtii hampaistaan pesemällä ne säännöllisesti.*
Osaa ajaa parran				*Ajaa parran tarvittaessa tai halutessaan/ei osaa käyttää partakonetta.*
Osaa huolehtia kuukatishygieniastaan				*Osaa vaihtaa siteen/tamppoonin säännöllisesti. Tunnistaa kuukautisten alkamisen.*
Pukeutuu puhtaisiin vaatteisiin				*Huolehtii, että pukeutuu puhtaisiin ehjiin vaatteisiin/pitää samoja vaatteita viikkoja.*
Osaa pukeutua sään mukaan				*Tunnistaa säähän sopivan takin/hatun/hanskojen jne tarpeen/ei ylipukeudu kuumalla.*
Käyttää lääkkeitä ohjeiden mukaan				*Noudattaa pakkauksen tai lääkärin ohjeita lääkkeitä käyttäessään/väärinkäyttää esim. unilääkkeitä tai kipulääkkeitä.*
Tunnistaa lääkärin tarpeen				*Tietää milloin varata aika lääkärille/varailee aikaa lääkärille ilman syytä.*

Lisätietoja

Asiakkaan nimi:

Pvm:

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO Vammaisten sosiaalityö

KODINHOITO	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Valmistaa ruokaa				*Valmistaa päivittäin itselleen ruokaa/syö päivittäin.*
Laatii ostoslistan ja tekee ruokaostokset				*Suunnittelee hankinnat sen mukaan, mitä aikoo valmistaa/ostelee mielitekojen mukaan*
Huolehtii kodin puhtaudesta				*Siivoaa kotiaan säännöllisesti/epäsäännöllisesti/ei laisinkaan.*
Tiskaa astiat				*Tiskaa astiat tarpeen vaatiessa/viikottain/kuukausittain/ei ollenkaan.*
Pesee pyykit				*Pesee pyykkiä säännöllisesti niin, että käytettävissä on puhtaita vaatteita jatkuvasti.*
Vaihtaa lakanat tarpeen mukaan				*Vaihtaa lakanoitaan kerran kk/viikottain/ei laisinkaan.*
Osaa käyttää kahvinkeitintä/vedenkeitintä				*Keittää kahvia/teetä*
Osaa käyttää uunia/liettä				*Käyttää asianmukaisesti liettä tai uunia laittaessaan ruokaa/ei käytä niitä laisinkaan.*
Osaa käyttää mikroaaltouunia				*Osaa valita sopivan ajan lämmitettäville/sulatettaville ruoille.*
Osaa käyttää astianpesukonetta				*Osaa valita oikean pesuohjelman/käyttää astioidenpesuainetta/muistaa sulkea ja avata hanan.*
Osaa käyttää pyykinpesukonetta/kuivausrumpua				*Osaa valita oikean pesuohjelman/käyttää pyykinpesuainetta/muistaa sulkea ja avata hanan.*
Osaa käyttää imuria				*Osaa käynnistää ja sammuttaa imurin/tunnistaa pölypussin vaihdon tarpeen/osaa vaihtaa pölypussin.*

Lisätietoja

Asiakkaan nimi: Pvm:

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO Vammaisten sosiaalityö

KODIN ULKOPUOLELLA TOIMIMINEN	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Tuntee kellon				*Osaa käyttää kelloa aikatalun suunnittelussa sekä esim. ruoanlaitossa. Tuntee viisari/digikellon.*
Osaa pitää kiinni sovituista ajoista				*Menee tapaamisiin, töihin, kouluun, lääkäriin jne. sovitusti. On myöhässä/etuajassa.*
Liikkuu kodin lähialueella				*Asioi omalla alueellaan kaupassa, terveyskeskuksessa jne. Käy kodin ulkopuolella kävelyllä tms.*
Osaa käyttää julkista liikennettä				*Osaa liikkua julkisilla kulkuneuvoilla ja ostaa matkalipun/ladata ja huolehtia matkakortista*
Asioi virastoissa/terveydenhuollossa				*Asioi Kelassa, verovirastossa, työvoimatoimisto, terveyskeskuksessa, hammaslääkärissä, psykiatrian plk.*
Lukee/täyttää virallisia lomakkeita				*Osaa lukea virastoista tulleita kirjeitä ja täyttää vaadittuja lomakkeita.*
On päiväohjelmaa				*Käy töissä/koulussa/työ- tai päivätoiminnassa tai on muuta aktiviteettia.*
Osaa käyttää kännykkää/puhelinta				*Osaa soittaa puheluita kännykällä sekä vastata puheluihin.*
Osaa kirjoittaa tekstiviestejä				*Osaa kirjoittaa ja lähettää tekstiviestin.*
Osaa lukea tekstiviestejä				*Kykenee avaamaan ja lukemaan vastaanotetun tekstiviestin.*
Osaa käyttää tietokonetta				*On opetellut atk-taitoja esim. osaa käynnistää tietokoneen ja pelata sillä./Ei ole käyttänyt tietokonetta.*
Osaa käyttää sähköpostia				*On sähköpostiosoite. Lähettää ja vastaanottaa sähköposteja*
Osaa käyttää kalenteria				*Merkitsee kalenteriin menonsa ja seuraa kalenteria.*

HELSINGIN KAUPUNKI, SOSIAALI- JA TERVEYSVIRASTO Vammaisten sosiaalityö

SOSIAALISET TAIDOT JA VAPAA-AIKA

	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
On ystäviä/kavereita				*On ystäviä keiden kanssa keskustella ja viettää aikaa/ei ystäviä.*
On vapaa-ajan toimintaa/harrastuksia				*Käy tapahtumissa, elokuvissa, harrastuksissa, baarissa/viettää aikaansa kotona.*
Suunnittelee vapaa-ajan toimintaa				*Suunnittelee itsekseen tai muiden kanssa menoja sosiaalisiin tapahtumiin, juhliin jne.*
On kiinnostunut muista ihmisistä				*Tuntee empatiaa muita kohtaan ja on kiinnostunut kuulemaan muidenkin mielipiteitä ja asioita.*
Ilmaisee itseään sujuvasti				*Osaa puheella tai muuten ilmaista mielipiteitään, toiveitaan ja halujaan/myötäilee aina muita./Poikkeavat vuorovaikutustaidot esim. tulkitsee ihmisiä väärin tai ilmaisee itseään hyökkäävästi.*
Tunnistaa ja ilmaisee tunteitaan				*Kykenee kertomaan pahasta/hyvästä/hermostuneesta olosta jne.*

TALOUDEN HALLINTA

	Kyllä	Ei	Haluaa harjoitella	Lisätietoja
Tietää kuukausitulot				*Tietää paljonko saa rahaa kuukaudessa ja mistä ne tulevat (eläke/palkka/työmarkkinatuki).Onko edunvalvojaa tai tarvetta hakea edunvalvontaa.*
Kykenee seuraamaan kuukausittaisia menoja				*Osaa seurata rahojen käyttöä niin, että raha riittää seuraavaan rahojen tulopäivään asti.*
Osaa käyttää verkkopankkia				*Omistaa verkkopankkitunnukset ja osaa käyttää niitä*
Osaa suunnitelmallisen rahan käytön				*Ostaa ruokaa ja muita tuotteita hintatietoisesti. Tekee isoja hankintoja harkitusti.*
Erottaa tarpeen ja halun				*Ymmärtää mitä tarkoittaa jonkin välttämättömän tuotteen tarve (esim. saippua) verrattuna mielihaluun (esim. suklaa) suhteessa rahatilanteeseensa.*
Pysyy sovitussa budjetissa				*Laskee ostosten hinnat niin, että siihen varattu rahamäärä riittää.*

TURVATAIDOT	Kyllä	Ei	Haluaa harjoitella
Pystyy olemaan yksin kotona	*Pystyy olemaan kotonaan yksin ilman jatkuvaa seuraa puhelimitse/fyysisesti.*		
Erottaa ystävät ja työntekijän eron	*Ymmärtää esim. työntekijän ja ystävän/kaupan kassahenkilön ja tyttöystävän (poikaystävän) eron.*		
Osaa peruspaloturvallisuustaidot	*Tietää miten toimia tulipalon sattuessa ja miten turvallisesti käsitellä tulta ja sähkölaitteita.*		
Osaa soittaa hätänumeroon tarvittaessa	*Tietää hätänumeron 112, ja uskaltaa soittaa siihen tarpeen vaatiessa.*		
Osaa soittaa muuta apua tarvittaessa	*Soittaa esim. perheenjäsenelle, työntekijälle tai ystävälle kun tarvitsee apua.*		
Osaa suojautua taloudellisesta hyväksikäytöltä	*Lainailee/ei lainaile rahaa tai anna omaisuuttaan/asuntoaan pois tai toisten käytettäväksi.*		
Osaa suojata fyysisen koskemattomuuden	*Osaa rajata omaa fyysistä, seksuaalista ja henkistä koskemattomuutta vieraiden ja läheisten ihmisten kanssa.*		
Osaa turvallisen internet käyttäytymisen	*Ei jaa kuviaan/anna henkilökohtaisia tietojaan tuntemattomille chatissa.*		

Lisätietoja

Asiakkaan nimi: Pvm:

APPENDIX 9. THE FINAL VERSION OF THE CLIENT WORK PLAN 2014

HELSINGIN KAUPUNKI SOSIAALIVIRASTO Vammaisten sosiaalityö Asumisen tuki	ASIAKASTYÖN SUUNNITELMA	1 (2)

YHTEYSTIEDOT/TUKIVERKOSTO

	Nimi	Yhteystiedot
Asiakas		
Puoliso		
Äiti		
Isä		
Muu omainen		

VASTUUHENKILÖT

	Nimi	Yhteystiedot
Sosiaalityöntekijä		
Vastuu sosiaaliohjaaja		
Varalla		

MUUT YHTEISTYÖTAHOT

Nimi	Yhteystiedot

HELSINGIN KAUPUNKI   ASIAKASTYÖN   2 (2)
SOSIAALIVIRASTO   SUUNNITELMA
Vammaisten sosiaalityö
Asumisen tuki

_____

Asiakkaan tilanne tällä hetkellä:

Tuen tarve päivittäisissä toiminnoissa sekä hygienian hoidossa:

Tuen tarve vapaa-ajan toiminnoissa sekä sosiaalisissa taidoissa:

Tuen tarve taloudellisissa asioissa:

Tuen tarve turvataidoissa:

Sosiaaliohjauksen tapaamisten tarkoitus ja määrä:

Päätös tehty ajalle _____

Arviointi; _____

☐ **Asiakas on tietoinen työntekijöiden vaitiolovelvollisuudesta**

☐ **Asiakas on tietoinen, että työntekijöillä on velvollisuus kirjata työskentelyn kannalta oleelliset asiat sosiaali- ja terveysviraston sähköiseen asiakastietojärjestelmään (ATJ) ja asiakkaalla on halutessaan oikeus saada nämä tiedot nähtäväkseen**