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‘People Power’: A Peer-Led Handbook

**Social and Leisure Activities After Stroke: Development and
Feasibility Testing of a Peer-Led Coaching Intervention Project**



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Section 1 Introduction

The Project

Many people who suffer a stroke find it difficult to get back to the sort of social and family activities that were important to them before their stroke. Being able to get out and about, visiting friends, or finding new activities or hobbies can be difficult, and often people lack the confidence to 'give things a go'.

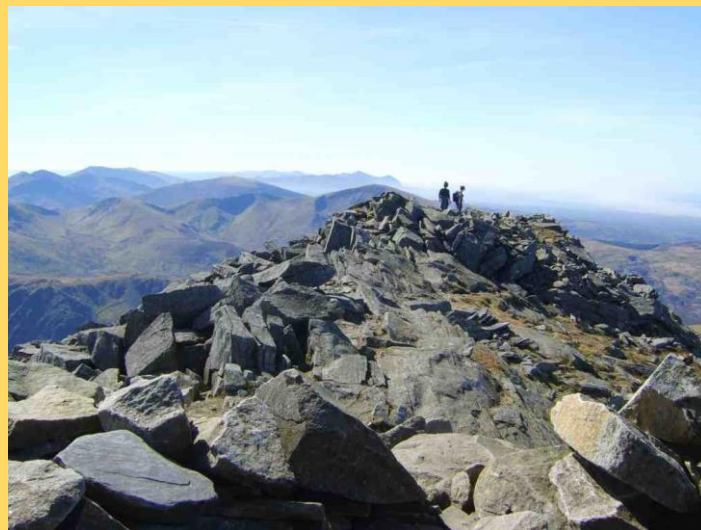
The School of Healthcare Sciences in Bangor University is working on a joint project with the local Health Service, Betsi Cadwaladr Health Board and Dr Salah Elghenzai (Consultant Physician Elderly/General medicine), as well as Nottingham and Stirling Universities to develop new ways, focussing on participation, of helping people to discover or re-discover social and leisure activities after a stroke. The team led by Prof Chris Burton from Bangor University's School of Healthcare Sciences is completing a study to see if people who have experienced and recovered from a stroke can be 'peer coaches' for recent stroke survivors.



The study will train and support the peers as part of this small initial study in North Wales and will evaluate the effect of 'peer coaches' on all those involved.

The main aim is to build up a pattern thinking through problem solving in order to achieve goals within daily life, focused on participation including encouragement to engage in a potentially wide range of activities that are important for individuals themselves. The starting point is that firstly, these activities are beneficial to individual people with stroke as part of daily life. Secondly, building on recovery in a bespoke way, they enable individuals to participate within their families, networks or the community.

The project aim might be carried out within the family or participation in a broad spectrum of individual or group social events. It also might focus on activities or pastimes – from baking in the home, to organised activities centred on pottery or arts groups. Finally, it might also focus on a wide range of potential leisure activities, including but extending beyond walking, the gym or swimming.



At the heart of the enterprise is the involvement of stroke peers that enables ‘people power’ through a sharing of experience and knowledge of what works, when and for who and in family settings or the local community.

Why this project?

The research evidence indicates that after a stroke, people can find it difficult to continue participation in what can be described as social (getting out and about within family networks or the community) and leisure activities: getting involved with activities that are important to wellbeing, ranging from daily walks to fishing, these being established or starting new ones. This is important as research shows that those people who do not engage in participation with others and build up some leisure activities are more likely to have reduced quality of life.



In the Foothills Medical Centre, in Calgary, Canada, the INSPIRES programme (*Inpatient Support Program in Recovery from Stroke*) was developed some years ago to explore supporting people with stroke in hospital and peers are used to help people in the early stages of their stroke. The study in North Wales is focused on partnership with INSPIRES and developing the work within Wales and the UK but establishing a community-based model that can be used more widely.

What are ‘peers’ and what is ‘coaching’ in the project?

The evidence suggests that if people with stroke have support from other people who have experienced stroke there will be benefits in shaping how successful participation and activities are adopted in people’s lives. It seems from the research that people that had recently suffered a stroke benefit from the experience of ‘peers’ through adopting their problem solving strategies based on their learning processes as part of daily life following stroke. In this way what we are doing within the project is making this into a ‘formal’ process with a handbook that provides boundaries for peers and the person with a stroke receiving peer contact. Importantly it also has a specific purpose so that ‘peers’ act as guides and support people to think about what is possible and regain a focus on participation and social activities or those centred on leisure.



Importantly these are bound up in people’s own lives and do not consist of a list. However as part of the peer work there are areas that are not appropriate to discuss and these will be explained later.

So the project uses ‘peers’ as a way of delivering coaching which is focused on how a person approaches or thinks about a problem, thereby providing guidance and a sounding board rather than direct instructions on ‘what to do’.

Section 2 Programme – **Your** training as a Peer

Preparation for Doing Peer Coaching

As part of the project there is a peer training programme which provides an opportunity to discuss ‘what’ is peer coaching and ‘how’ the ‘peer work’ is organised. The training explores how to deliver coaching and provides a series of tools that have been developed to assist in the coaching process. These tools are discussed in a later section but they are the framework for doing the coaching and provide resources for peers. However at the heart of the peer process is the **experience of peers** as people who have experience of stroke and therefore **combined** with the **tools** provide a resource to guide recent people with stroke.



The handbook provides a way for peers to **work with a small number of people who have recently experienced a stroke and are interested in receiving coaching**. It provides a perspective on what peers can do to support people following a stroke in terms of increased participation in social and leisure activities. It is important that the peer work is individualised to people’s own life and life history and the overall aim is to provide a way of

thinking that people can shape their own experiences and set goals for themselves.

The activity of doing the peer coaching will follow a framework which will be provided as part of the tools. This framework provides a way to guide conversations so that these have a purpose, and the purpose is to assist people with stroke to reflect on their experiences and build participation in social or leisure activities as part of their daily lives. This framework and the documentation will be discussed during the training days.



Peer Training days and Schedules

| | |
|-------------------------------------|--|
| <p>Day 1 (1 + 1 hrs)</p> | <p>Training: What and how</p> <ul style="list-style-type: none"> • Introduction: the project and their role • Identify key experiences of the peer coaches' rehabilitation process: <ul style="list-style-type: none"> ○ what they did ○ strategies they used ○ help they received ○ problems encountered ○ additional resources that would have been helpful <p>BREAK</p> <ul style="list-style-type: none"> • Creating the profile of the ideal peer coach (based on their own experiences): • Introduction to transformational leadership theory (vision – support – challenge) |
| <p>Day 2 (1 + 1 hrs)</p> | <ul style="list-style-type: none"> • Reflect and review day 1 • Revisit profile of ideal peer coach and the design of role • Review the peer coaches' experiences of the profiling session, with an aim to them facilitating the profiling session with their mentees • Build on feedback • Practical principles of profiling discussed in regard to effective questioning techniques etc. <p>BREAK</p> <ul style="list-style-type: none"> • Goal setting and principles • Transformational leadership in practice |

| | |
|------------------------------------|---|
| Day 3 (1 + 1 hrs) | <p>Practical aspects of being a peer</p> <ul style="list-style-type: none"> • Understanding the peer handbook and its content <ul style="list-style-type: none"> ○ Have a clear idea of SLAs (via exercise) ○ Have a clear idea of what each session will deal with and what tools are available ○ Rehearsal session (role play) • Available support and supervision <ul style="list-style-type: none"> ○ Who to contact for ongoing advice ○ What to do in case of emergency |
| Day 4 | <ul style="list-style-type: none"> • A chance to practice: role play exercises • Identifying training gaps <ul style="list-style-type: none"> ○ Review the Vision – Support – Challenge model • Feedback <ul style="list-style-type: none"> ○ What did peers think of the training ○ Do they feel ready? ○ Any aspects that need revisiting? |

Section 3 Theoretical Models and Frameworks

A Peer Coaching Model

The project is focused on developing a peer-led programme to guide stroke survivors (and their families where appropriate) towards goal-setting and restarting participation in social and leisure activities. This is done by using what is called *transformational leadership and performance profiling* which is based on Kelly's personal construct theory (Kelly, 1955). As an outcome the project seeks to build a peer-led coaching model that can be utilised by a small group of people who have experienced stroke acting as peers to 'transform' and 'coach' stroke survivors through the life-altering changes following the stroke event.



The peer coaching model is underpinned by the notion that there is an 'exchange' between the stroke peers and recipient stroke survivor which provides motivation for engagement by the stroke peer. This is based on the reflection on the INSPIRES programme.

The peer provides experiential learning having experienced the stroke event and thereby can 'connect' with the stroke survivor, providing an empathetic connection upon which to build the coaching process.

The '*exchange of stories*' is the biographical resource the peer can utilise. It helps enable the peer to relate his/her and the stroke survivor's experiences but only insofar as to facilitate 'sharing' and identifying the nature of the stroke experience by the stroke survivor (assessment). Based on this process the peer (guided by their training) can guide the person with stroke to see possible opportunities and related 'goals'.

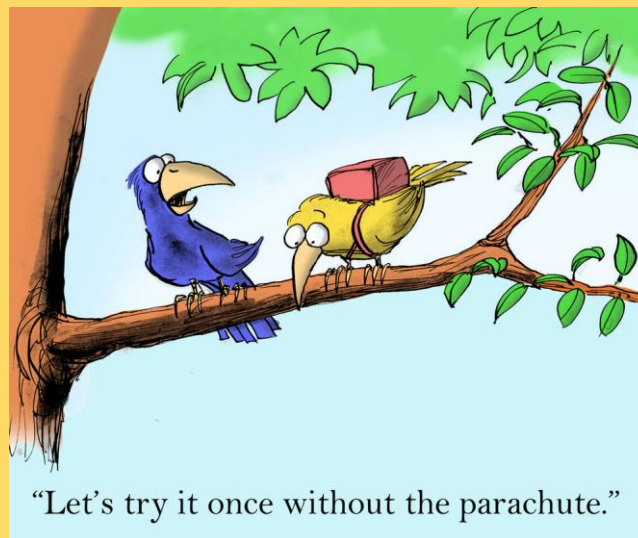


A pivotal point is that the interaction is centred on the person with stroke identifying (through increasing self-awareness) the areas for action with guidance and support from the peer. The role of the peer is as a facilitator and is limited to 6 sessions. The process is centred on enabling the person with stroke to continue the pattern of identifying opportunities, problem solving and setting goals as well as retaining the skills to make goals for the future.

Communication skills and managing coaching

At the core of any model of coaching is using good communication skills and listening to what is being said, ensuring that there is 'turn taking' in the conversation and that you use physical forms of communication often described as non-verbal communication. This focuses for example on posture, gestures, eye contact and a comfortable distance between each other when talking.

The managing of the conversation with the person with a stroke will be helped by the tools provided and the training with the mentor but it also requires you as a peer to be attentive to your skills and behaviour, opening up a conversation, keeping it going and closing the conversation, providing a relaxed atmosphere to do coaching.



Section 4: Peer Training Sessions

- **Session One:** Connecting and sharing
- **Session Two:** Developing visions/goals
- **Session Three:** Making a start
- **Session Four:** Seeing how things are going
- **Session Five:** Supporting and learning
- **Session Six:** Evaluating and future directions

Session One: *Connecting and sharing*

The first session is focused on establishing empathy, relationship. It is framed as 'connecting', enabling a formative assessment of the opportunities for action through goal setting. In this way the interaction: a 'conversation with a purpose' by the peers is directed at establishing 'who they are' and establishing credibility with the person with stroke. This provides a platform for enabling the peer to draw out potential areas to develop a single area for action through planning and importantly provides a formative list that the peer can 'check out' with their mentor as being appropriate for moving forward.



Firstly, this handbook provides information for you as a peer: it includes a brief summary of what peer work is about. It also establishes the ground rules, as well as including the tools that will be used in the sessions (Sessions 1-6).

Firstly the focus of the sessions should be rehearsed.

What is it all about? Looking for things to do that make me feel good!

AREAS for ACTION!

- What gives you a sense of satisfaction in your life
- Things that make you feel good about yourself
- Things that give you a sense of enjoyment
- Hobbies/interests
- Activities and pastimes
- Social things or things you do on your own
- Things you enjoyed doing before the stroke that you would like to pursue again
- A simple pleasure from your past you have not done for some time or wanted to do and would like to have a go now after the stroke

Secondly ground rules are reviewed and established as agreed:

GROUND RULES FOR PEER WORK

- Respect for each other's opinion
- Provide an opportunity to listen to each other when talking
- Agree how long each meeting will last before it starts
- The relationship as part of peer coaching is part of a programme and peer work will be done in a supportive and professional manner
- The purpose of the peer work and the peer is help identify and shape goals
- The peer will only be involved in 6 sessions
- The peer cannot be involved in any way with the person having coaching outside these sessions

The SCRIPT provides a form of questioning that enables **you**, the peer, to structure the conversation and provide boundaries adhering to the ground rules. In the SCRIPT potential areas of 'blocking' as barriers are anticipated and a repertoire of responses, in the form of phrasing or points are included as a framework.

As part of the handbook a series of *vignettes* developed by peers are included, so that they can be dovetailed into the framework by **you** as a peer. *Vignettes* help by having a 'ready-made' story which summarises a situation /issue that you addressed in your own life and may be helpful to others as an illustration.

Doing Session One: Doing Connecting and Sharing

A key part of the session is establishing a relationship and providing a platform for discussion by sharing an outline of your own experience of stroke. It is important to use only selected reflections from your experience and not to disclose too much personal information that is outside the purpose of the sessions, the ground-rules reflecting the parameters of the sessions as a conversation with someone in a social setting.

Example of how cues and questions can be used is included in the SCRIPT. Overall the SCRIPT provides a 'safety net' for the coaching.

In summary Session One is about providing an introduction, relationship building and starting to think about areas that may be the focus for coaching, providing a platform for later sessions.

The purpose of Session One is to:

1. Develop rapport and relationship – using the **SCRIPT**
2. Gain background knowledge about the person and their stroke - **The SCRIPT**
3. Start to think about areas that may be suitable as a focus for the coaching in the following sessions – using the **TOOLS**
4. The session should finish with a reflection on the scope for developing a goal using the **TOOL**: ‘Your Goals – what you want to do’
5. THEN developing an initial list of what might be a focus for the person based on the discussion: ‘Initial ideas for a focus’, and if possible some basic scoring of the initial ideas to get a shortlist, using the ‘**SCORING TOOL**’.

Peer Training Notes

SCRIPT SESSION 1: *Connecting and sharing*

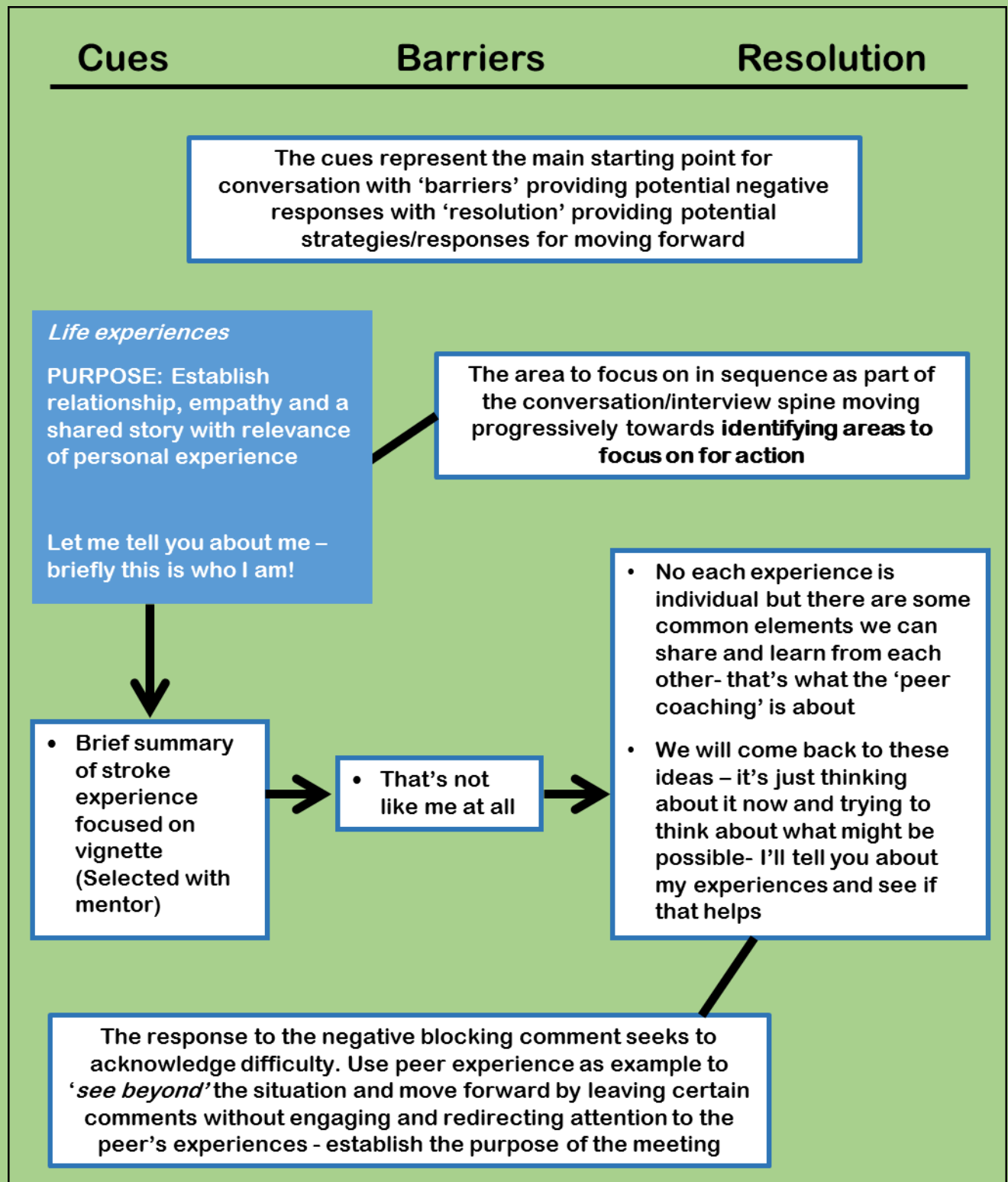
| Peer coaching script | | | |
|---|--|--|---|
| SESSION 1: Connecting and Sharing | CUES | BARRIERS | RESOLUTION |
| <p><u>Life experiences</u></p> <p>PURPOSE: Establish relationship, empathy and a shared story with relevance of personal experience</p> <ul style="list-style-type: none"> Let me tell you about me – briefly this is who I am! My stroke and my life now | <ul style="list-style-type: none"> Brief summary of stroke experience focused on vignette if appropriate (Selected with mentor) Identify ONE –TWO positive experiences of re building/building social or leisure part of life that was important | <ul style="list-style-type: none"> That's not like me at all That's not like me at all | <ul style="list-style-type: none"> No each experience is individual but there are some common elements we can share and learn from each other- that's what the 'peer coaching' is about We will come back to these ideas – it's just thinking about it now and trying to think about what might be possible- I'll tell you about my experiences and see if that helps No each experience is individual but there are some common elements we can share and learn from each other- that's what the 'peer coaching' is about |

| Peer coaching script | | | |
|--|---|--|---|
| SESSION 1: Connecting and Sharing | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Building on the past | <ul style="list-style-type: none"> What I did was think about my life before stroke and see what was important for me now and start from there- looking for places to start and priorities | <ul style="list-style-type: none"> (a) Don't think there was anything I can do now I could do then (b) That's not like me at all | <ul style="list-style-type: none"> We will come back to these ideas – it's just thinking about it now and trying to think about what might be possible- I'll tell you about my experiences and see if that helps What we will do over the next few conversations is see if we can identify aspects that are aspects that were important that you would like to take forward- even in a different way or identify new aspects that would be equally important No each experience is individual but there are some common elements we can share and learn from each other- that's what the 'peer coaching' is about We will come back to these ideas – it's just thinking about it now and trying to think about what might be possible- I'll tell you about my experiences and see if that helps |

| Peer coaching script | | | |
|--|---|---|--|
| SESSION 1: Connecting and Sharing | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Discovering new things Tell me about you | <ul style="list-style-type: none"> I discovered new things I could do after my stroke that were surprising to me initially/ through the stroke I rediscovered aspects that became important as part of my life (Vignette selected with mentor if appropriate) Could you tell me a bit about your stroke and how you have got on with day to day life since the stroke? | <ul style="list-style-type: none"> That's not like me at all (a) Focus on negative experiences/failures and inability to do things/activities (b) Story becomes prolonged and intensity overwhelming | <ul style="list-style-type: none"> No each experience is individual but there are some common elements we can share and learn from each other- that's what the 'peer coaching' is about We will come back to these ideas – it's just thinking about it now and trying to think about what might be possible- I'll tell you about my experiences and see if that helps What have you found works well in the changes you have started What are the small but important things you would like to do as part of day to day living (Social/leisure focus) This is what I did in a similar position (Vignette selected with mentor) It's good to hear about your experiences and over our next conversation we can start to see what we could focus on in thinking about doing something different |

| Peer coaching script | | | |
|---|---|---|---|
| SESSION 1: Connecting and Sharing | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Developing initial list of areas for action | <ul style="list-style-type: none"> Can we think about what might be good areas/things you would like to do – if we use this quick technique created by people with stroke themselves to describe ‘where they are’ and ‘where they would like to get to’ – the TOOLS | <ul style="list-style-type: none"> I can't think of anything | <ul style="list-style-type: none"> Let's think about small things that you said earlier in your daily life you do and would like to do more of OR before the stroke you said there were important aspects in your life activities – what about these? This is what I did in a similar position (Vignette selected with mentor) |

EXAMPLE: Breaking down the process of cues and responses



What kind of activity?

Your goals: What you want to do

Since you are now further on in your stroke rehabilitation process you might feel:

You would like to think about starting to do some activities that you used to do and haven't been able to do for a while

or

Maybe you would rather explore the possibility of doing something that you have never done before

These activities:

- Can be any sort of thing that you enjoy doing
- Might or might not require you to socialize with other people
- Can take place in your home or they might require you to go somewhere

Some examples can be things like: making a crumble, gardening, going to Tesco, going for a walk, going to the cinema, playing cards...

Initial ideas for a focus

Can you think of some activities that you would like to start doing at this stage?

SCORING TOOL

| <i>Can you think of some activities that you would like to start doing at this stage?</i> | <i>How much do you want to do this?</i> | <i>How difficult or easy do you think it will be for you to do this at this stage in your recovery?</i> |
|---|--|---|
| | <div>Not much</div> <div></div> <div></div> <div></div> <div>Very much</div> | <div>Very easy</div> <div></div> <div></div> <div></div> <div>Very difficult</div> |
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Peer Session One – Notes

Comments

Actions Agreed

Session Two: *Developing vision/goals*

The aim of the second session is to build on the initial 'list' of areas or a particular area for potential action and move forward in terms of specific actions and plans using the principles you have learnt in the sessions with the mentor and the tools in the handbook.

In this way the potential areas uncovered by the first session are given a more measureable and **specific focus** with a review of barriers and facilitators, based on exploring the specific **SINGLE** choice from the list of particular areas for action.



The **SCRIPT** is used with the same cues, barriers and resolutions as in Session One. Also there are additional visual tools and the focus is on the generation of a **Personal Action Plan** that will be then revisited and built upon in later sessions.

Doing Session Two: Doing Connecting and Sharing

A key part of the session is to start to build on the first session and identify more clearly a focus for the coaching working that targets an area for goal setting and later action.

In summary the purpose of Session Two is to:

1. Start from the end of the first session with a reflection on the scope for developing a goal based on the **'Your Goals – what you want to do'** summary and building on the initial list of what might be a focus for the person based on the discussion **'Initial ideas for a focus'** and the **Scoring (if used)**.
2. The session then is directed on sharpening the focus and working through the script and tools to develop at the end of the session a **clear vision about the focus of the coaching**.
3. Developing ideas involves working with the Tool: 'What do I need to do in order to achieve my goal?'
4. Then developing ideas using the Tool: Build your 'goal' path.
5. An EXAMPLE is provided focused on 'Making an apple crumble'.
6. The goal that will be documented at the top of the **Personal Action Plan**.
7. The coaching will focus on refining the DRAFT **Personal Action Plan** and steps in Session Three.

Peer Training Notes

SCRIPT SESSION 2: *Developing visions/goals*

| Peer coaching script | | | |
|---|--|--|--|
| SESSION 2: Developing visions/goals | CUES | BARRIERS | RESOLUTION |
| <p>PURPOSE: Build on relationship to refine and CLARIFY what might be focus for a goal and go through evaluating what's possible and devise a Personal Action Plan</p> <ul style="list-style-type: none"> Thinking about seeing opportunity and goal | <ul style="list-style-type: none"> Thinking about what we said last time Let's see if we can narrow down what might be a good thing/aspect to focus on to start with for you and what is involved in achieving this. Let's look at the list that you came up with and the initial order you put them into | <ul style="list-style-type: none"> Can't think which one would be the best place to start and not sure if I can do any of them really | <ul style="list-style-type: none"> That's okay – this is how I thought about it (Vignette selected with mentor). |

| Peer coaching script | | | |
|--|---|---|--|
| SESSION 2: Developing visions/goals | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Narrowing down a possibility | <ul style="list-style-type: none"> Thinking about them can we NARROW DOWN something specific you would like to do in these areas? Explore further using following QUESTIONS: <ul style="list-style-type: none"> Are these in the right order do you think for you Looking at the main choice what is it you want to do in particular about that? Are there new things you would like to try in this area or regain something you have lost? Do you think this can be achieved in some way? | <ul style="list-style-type: none"> Can't think of anything I can really do in these areas - I would like to but they are not practical/too big at the moment They / what you suggest is not going to work | <ul style="list-style-type: none"> Let's look at it a different way and see if we can identify other areas: <ul style="list-style-type: none"> What were the things you enjoyed doing? Can you think of a simple pleasure from your past? Are there any things that make you feel good about yourself? Are there other things that give you a sense of enjoyment? What are the alternatives which may give you a sense of satisfaction that can be re-gained: Hobbies/interests, activities, pastimes That's okay – this is how I thought about it (Vignette selected with mentor) <ul style="list-style-type: none"> Let's look at it a different way and see if we can identify other areas: <ul style="list-style-type: none"> What were the things you enjoyed doing? Can you think of a simple pleasure from your past? Are there any things that make you feel good about yourself? Are there other things that give you a sense of enjoyment? |

| Peer coaching script | | | |
|---|--|---|---|
| SESSION 2: Developing visions/goals | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Setting a plan and priorities | <ul style="list-style-type: none"> What are your expectations? Let's see if we can See HOW this can be done- WHAT needs to happen, by WHO and WHEN and WHAT PROBLEMS may be involved USE TOOLS FOR NARROWING DOWN We can just plan ACTIONS on that ONE thing/aspect and see how to move that forward Let's put down on paper a plan of what you want to do, how long it would take and who needs to be involved (USE TOOL) Let's see what are the first things to do | <ul style="list-style-type: none"> Can't think of anything that is possible Task/goal too complex | <ul style="list-style-type: none"> What are the alternatives which may give you a sense of satisfaction that can be re-gained: Hobbies, etc.? Let's look at the diagram and see what you said was important and how we can have a solution to the problem What are the alternatives which may give you a sense of satisfaction that can be re-gained in this ONE area: <ul style="list-style-type: none"> Hobbies/interests Activities Pastimes That's okay – this is how I thought about it (Vignette selected with mentor) |

| Peer coaching script | | | |
|--|--|---|---|
| SESSION 2: Developing visions/goals | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> What next- the steps to take and how to measure how things are going | <ul style="list-style-type: none"> Let's put this down as an agreed goal/thing to do and see what else needs to happen for it to work for you | <ul style="list-style-type: none"> I can't do anything now at the moment – that's too difficult <p><i>Assistance required / others to be contacted</i></p> | <ul style="list-style-type: none"> Let's see from what you said before and in the stroke circle what might work for you as a small step – for me it was (Vignette selected with mentor)- what about your circle now Can we break this down to a smaller task or goal? What about (suggest alternative options from stroke circle/discussion) What are the possible barriers – 'practical stuff' will get in the way – what are they do you think? Think about what resources, supports you need to take plan forward Can we break this down to a smaller task or goal? What about (suggest alternative options from stroke circle/discussion) Identify agreement or partnerships required if relevant and make explicit: What are your /family strengths? Who will help to support and how? What signposting is needed or partners to contact? |
| Review and reflect on the plan | If we leave it there and think about it a bit more for next time and discuss with your family/partner/others involved in achieving | | |

Initial ideas for a focus - **REVISITED**

Can you think of some activities that you would like to start doing at this stage?

SCORING TOOL

| <i>Can you think of some activities that you would like to start doing at this stage?</i> | <i>How much do you want to do this?</i> | <i>How difficult or easy do you think it will be for you to do this at this stage in your recovery?</i> |
|---|--|--|
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Tool: What do I need to do in order to achieve my goal?

Think about which things you need to be able to do in order to achieve your goal

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How important do you think they are in being able to achieve your goal?

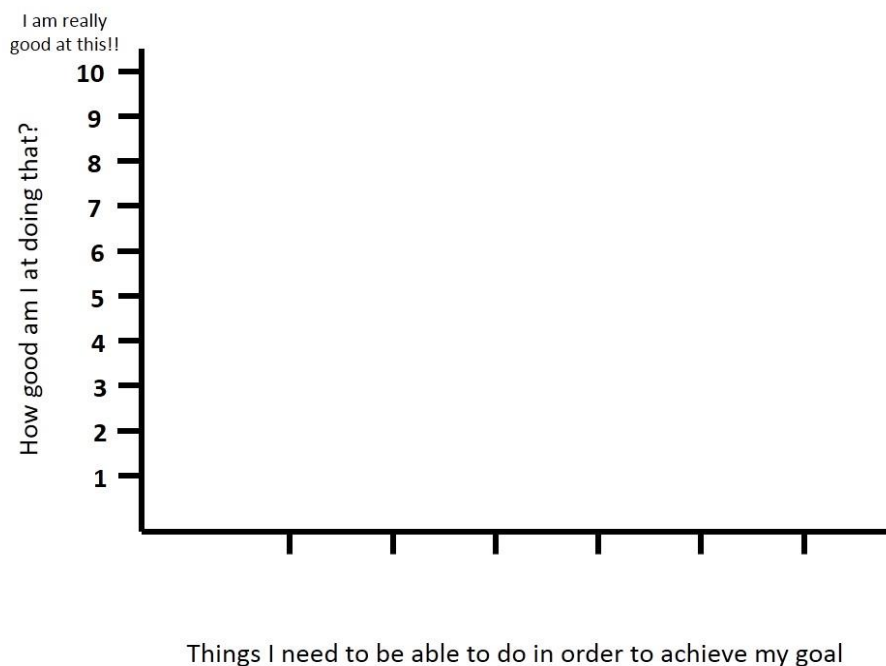
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Extremely important

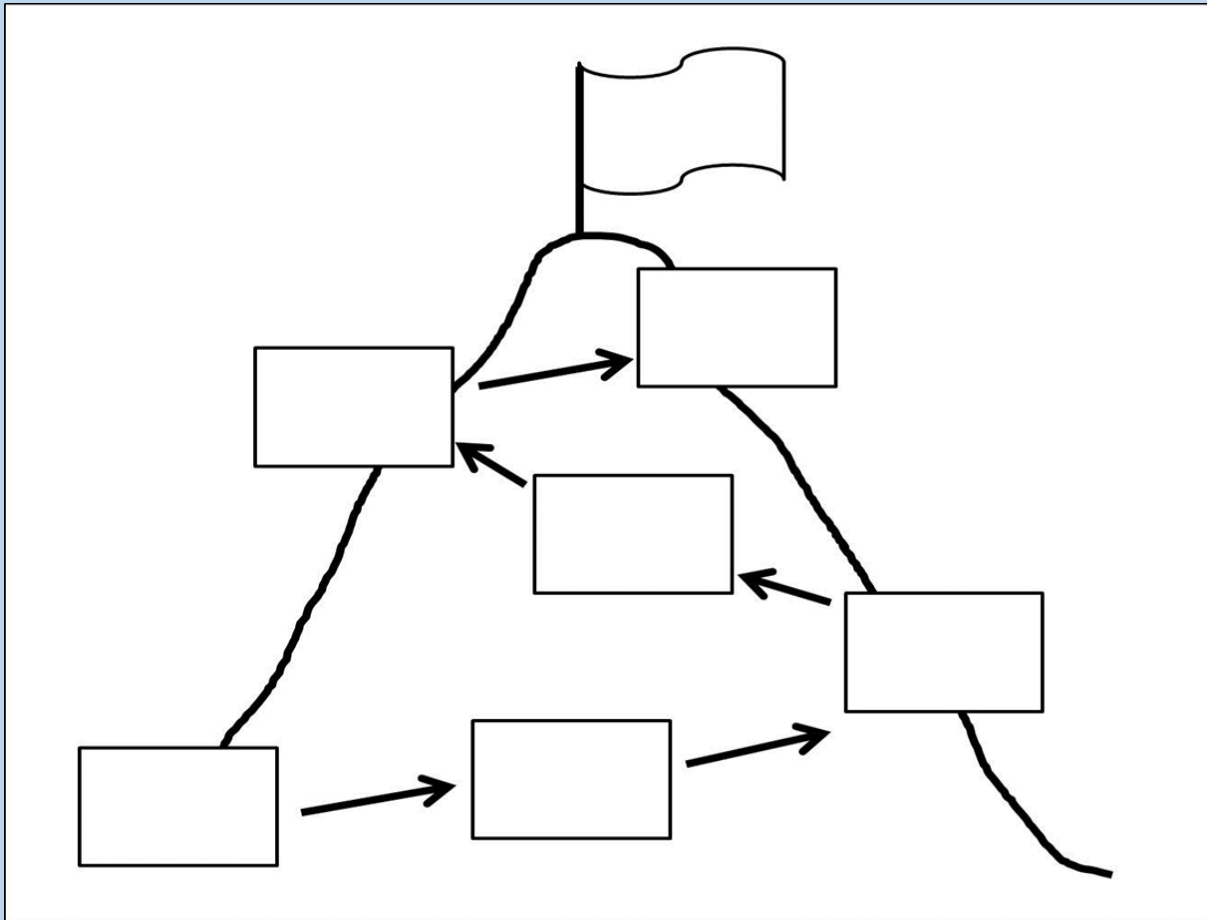
Not very important

Think about each thing you need to be able to do in order to achieve your goal:

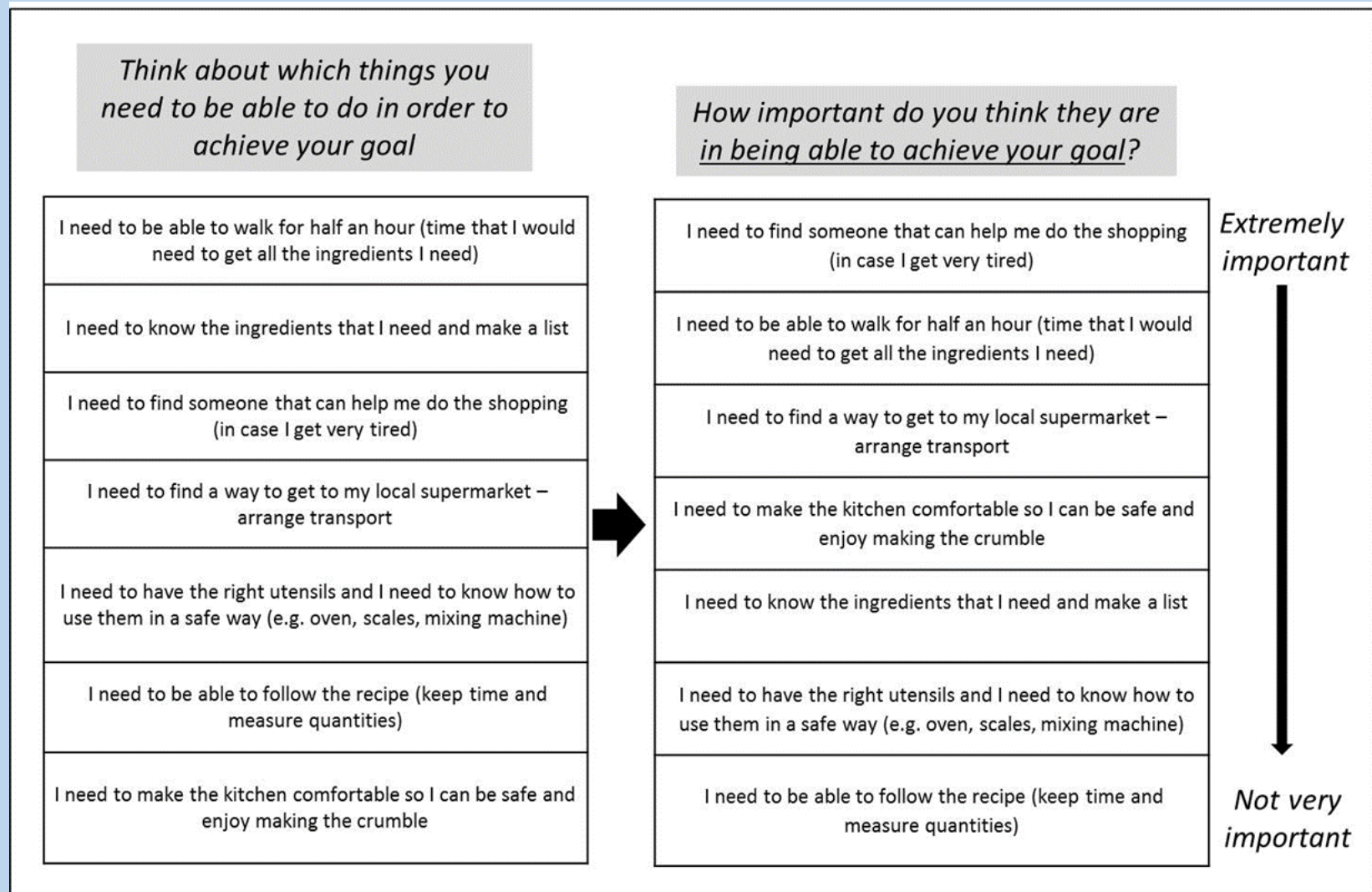
1. What would be a good enough score for this particular thing? (1-10)
2. How good do you think you are at this particular thing? (1-10)



Tool: Build your 'goal' path



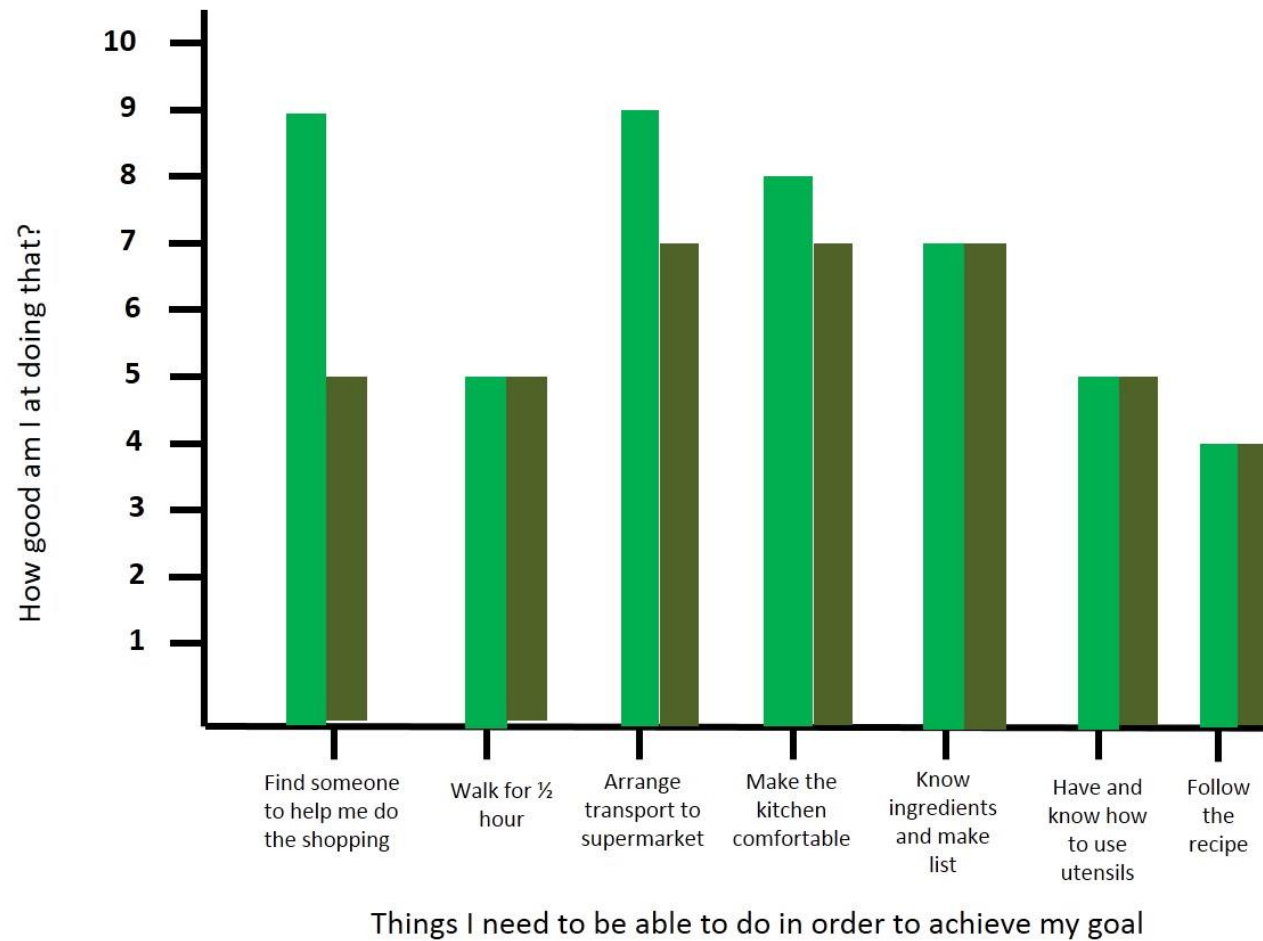
EXAMPLE: Making an apple crumble



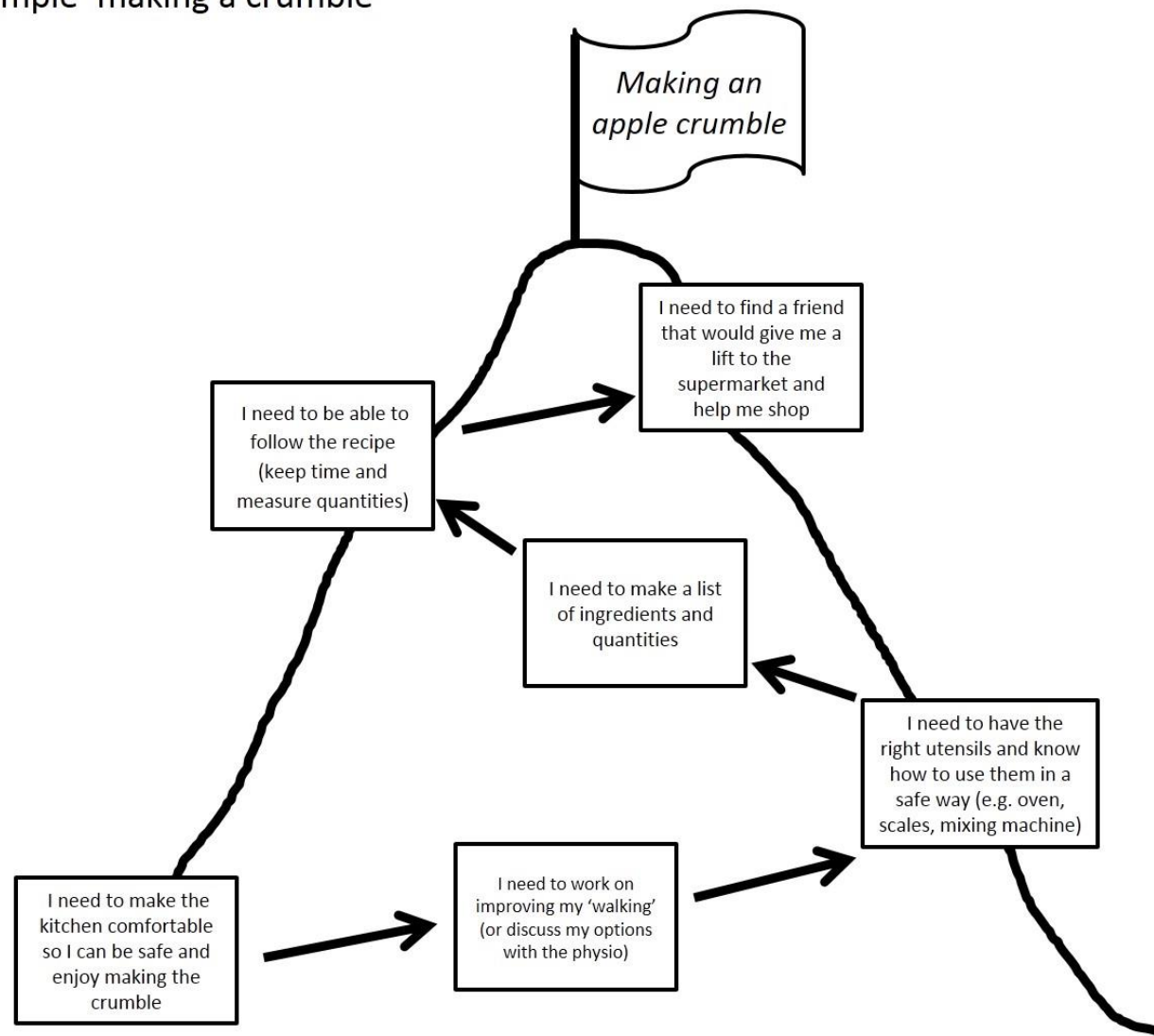
Think about each thing you need to be able to do in order to achieve your goal:

Example 'making a crumble'

1. What would be a good enough score for this particular thing? (1-10)
2. How good do you think you currently are at this particular thing? (1-10)



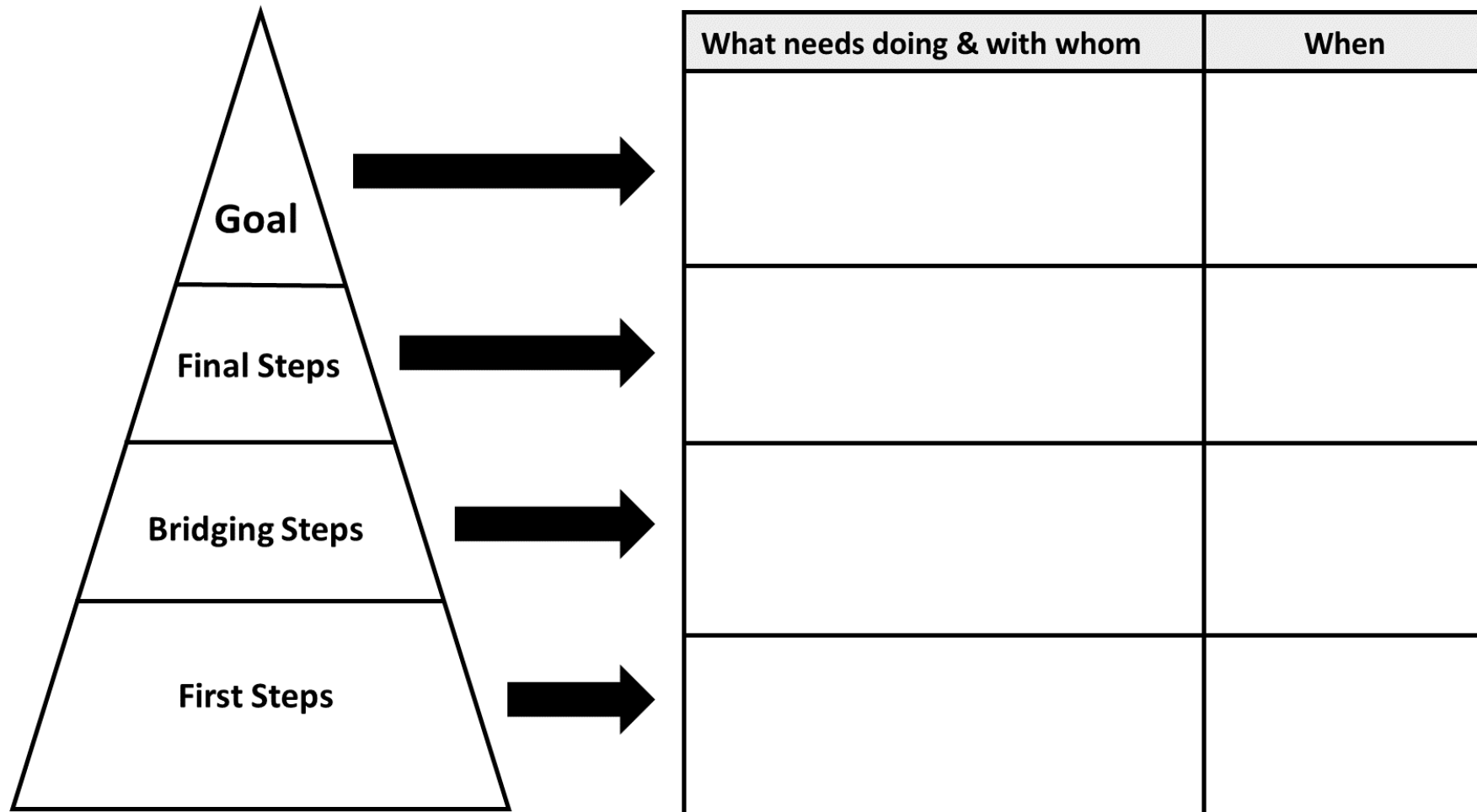
Example 'making a crumble'



My final goal is: _____

| THINGS I WANT TO ACHIEVE <i>(in order to reach my final goal)</i> | Who can help me | Where does it take place | By when do I want to achieve this | What difficulties could I face | How can I solve these difficulties |
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Personal Action Plan - **DRAFT**



Peer Session Two – Notes

Comments

Actions Agreed

Session Three: *Making a start*

The third session is directed at taking the ideas for the **Personal Action Plan** further and having a fully worked out Personal Action Plan that is agreed with the peer with additions after reflection and discussions with family/partnerships and others that may be involved in moving forward the action plan. The third session will involve a **REVIEW** to make certain everything is in place and modify the goal and **Personal Action Plan** to ensure it is achievable.



It will focus on revisiting the initial key goal and the basis for the **ACTION PLAN** and redraft as necessary the goals and Action Plan with the peer and adding to or taking elements away to have the agreed plan to take forward.

A key part is not only agreeing a timetable and people involved but **‘PREPARING FOR WHAT IFS’** and **‘PROBLEM SOLVING’** as a skill to underpin the action (and future actions).

Doing Session Three: Planning out activities - Making a start

A key part of the session is ensure that the **Personal Action Plan** is in place and all the goal setting steps are in place and that the person is ready to 'have a go'.

In summary the **purpose of Session Three** is to:

1. Build on the initial set of ideas and provide more reflection on the choice and a detailed series of steps – using the **SCRIPT** and **TOOLS**.
2. Run through the options and develop a robust **Personal Action Plan** focused on what detailed steps are required for moving forward – use the **SCRIPT** and **TOOLS**.
3. Complete the **Personal Action Plan** after assessing the steps required in detail to achieve goal, providing detail on how the plan may be taken forward in their own lives within their abilities and anticipating any difficulties.

Peer Training Notes

SCRIPT SESSION 3: *Planning out activities*

| Peer coaching script | | | |
|--|--|--|--|
| SESSION 3: Planning out activities | CUES | BARRIERS | RESOLUTION |
| <p>PURPOSE: To review the draft 'first steps' action plan focused on the area identified from Session One and Two. The key target for the Session Three is REVIEW, agreeing an PERSONAL ACTION PLAN and consider 'what ifs' and engages in PROBLEM SOLVING</p> <ul style="list-style-type: none"> Looking at the first draft of plan and narrowing down into STEPS to follow | <ul style="list-style-type: none"> Let's look at the initial 'first steps' plan we made last time and see how we can develop it further- looking the STEPS you need to take | <ul style="list-style-type: none"> I can't see how I can make it better or clearer – isn't that enough? | <ul style="list-style-type: none"> What we need is to break it down into smaller steps so that we can see how the overall plan will work and also think about the help you will need if any to achieve this In a similar way I experienced something similar (Vignette selected with mentor) Let's look at it again in a bit more detail |

| Peer coaching script | | | |
|--|---|--|---|
| SESSION 3: Planning out activities | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> • Reviewing BARRIERS to moving forward – looking for solutions | <ul style="list-style-type: none"> • Let's see what might be problems or barriers that will slow down or stop this happening | <ul style="list-style-type: none"> • There are none | <ul style="list-style-type: none"> • Let's see what might be a problem – I found small things that I had not thought of to be the biggest problem (Vignette selected with mentor) |
| <ul style="list-style-type: none"> • Reviewing FACILITATORS to help moving forward – looking for assistance and safeguards being in place | <ul style="list-style-type: none"> • Let's see what might help you with achieving this and also reflect on who you said would help or need to help | <ul style="list-style-type: none"> • There's no one to help – or – • I don't need help | <ul style="list-style-type: none"> • What about family or friends • Have you talked to them about this (Partnership building) • We all need help in some ways even if it's 'just in case'(Vignette selected with mentor) |

| Peer coaching script | | | |
|--|--|---|---|
| SESSION 3: Planning out activities | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Filling out the PERSONAL ACTION PLAN as an agreed document for moving forward | <ul style="list-style-type: none"> Let's look at when this is going to happen Do we need to break it down into smaller steps? What are they? Let's put them down in the plan (DOCUMENT IN PERSONAL ACTION PLAN) Let's think about what will happen if it all goes wrong or does not work as you thought – what if? What I the 'back up' plan? Who will you contact if things are a problem? | <ul style="list-style-type: none"> There's no need to be too specific There's no need | <ul style="list-style-type: none"> No it's better to know a clear plan so we can see how it works (Vignette selected with mentor) It's better to think these things through to make sure a backup plan is in place (Vignette selected with mentor) |

My final goal is: _____

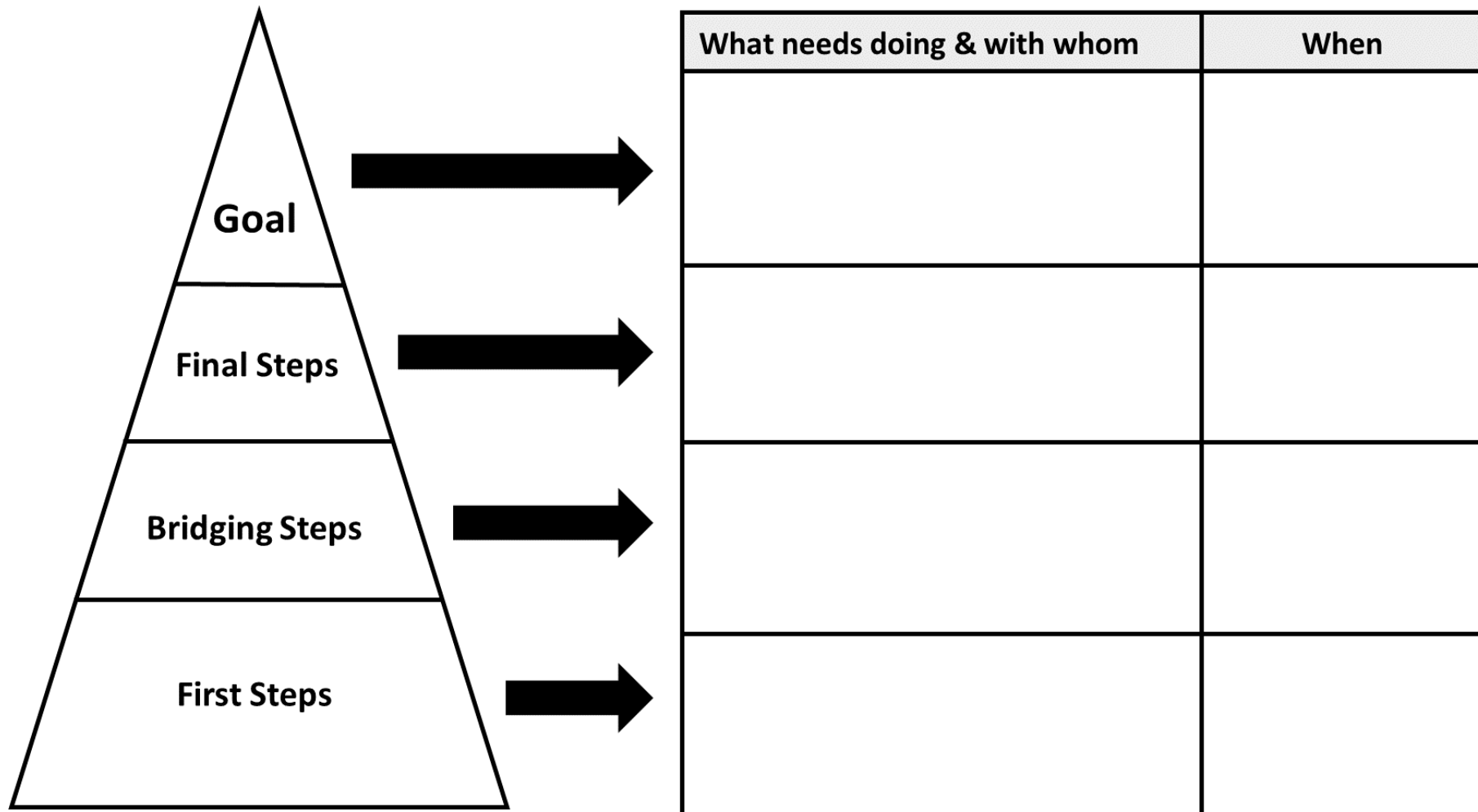
| THINGS I WANT TO ACHIEVE <i>(in order to reach my final goal)</i> | Who can help me | Where does it take place | By when do I want to achieve this | What difficulties could I face | How can I solve these difficulties |
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REVIEWING PROGRESS

In our last session we agreed that I would 'give it a go' and try to:

| <i>Have I been successful?</i> | <i>Why? What happened?</i> | <i>Will I try again?</i> | <i>What can I do differently?</i> | <i>What support do I need?</i> |
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Personal Action Plan - **AGREED**



Peer Session Three – Notes

Comments

Actions Agreed

Session Four: *Seeing how things are going*

The fourth session is centred on a REVIEW OF ACTIONS by the peer, reflecting on how the **Personal Action Plan** was progressing and re-examining the barriers and facilitators as well as timescales. It revisits the **Personal Action Plan** and makes any changes required. It also is a motivational visit to ENCOURAGE the person with stroke. In this way the focus is on supportive responses.

How are things going? Reflection on **Personal Action Plan**:



Doing Session Four: *Seeing how things are going*

A key part of the session is to reflect on the agreed **Personal Action Plan** and adjust the goal or an understanding of the supportive processes required.

In summary the purpose of Session Four is to:

1. To review how things have progressed and look for barriers and facilitators in people's lives – using the SCRIPT and the 'reviewing' Tools.
2. Re-use previous TOOLS as necessary to redevelop a **Personal Action Plan**, such as re-frame goals or locate a new goal using the SCRIPT and Tools.
3. Revisit and agree reviewed **Personal Action Plan**.

Peer Training Notes

SCRIPT SESSION 4: *Acting on activities (Engaging: Seeing how things are going)*

| Peer coaching Script | | | |
|--|--|--|---|
| SESSION 4: Acting on activities (seeing how things are going) | CUES | BARRIERS | RESOLUTION |
| <p>PURPOSE: To review the draft 'first steps' action plan focused on the area identified from Session One and Two. The key target for the Session Four is carry on with an ongoing REVIEW, checking on ACTION PLAN and engages in PROBLEM SOLVING</p> <ul style="list-style-type: none"> • How is the action plan being carried out | <ul style="list-style-type: none"> • How are things going? What's happened since we last met? | <ul style="list-style-type: none"> • I can't do it | <ul style="list-style-type: none"> • What we need is to break it down into smaller steps so that we can see how the overall plan will work and also think about the help you will need if any to achieve this • In a similar way I experienced something similar (Vignette selected with mentor) • Let's look at it again in a bit more detail |

| Peer coaching Script | | | |
|--|--|--|--|
| SESSION 4: Acting on activities (seeing how things are going) | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Reviewing any BARRIERS to moving forward – looking for solutions Reviewing FACILITATORS to help moving forward – looking for assistance and safeguards being in place 'Having a go plan' MODIFYING the ACTION PLAN as an agreed document for moving forward | <ul style="list-style-type: none"> Are there any problems or barriers that are slowing down or stopping this happening Are there enough sources of help for you with achieving this Who you said would help – have they done that for you? If not why and is this a problem? Let's put down changes in the plan (DOCUMENT IN ACTION PLAN) | <ul style="list-style-type: none"> There are /there are many There's help but not enough There's no need to be too specific | <ul style="list-style-type: none"> Let's see what might be a problem – I found small things that I had not thought of to be the biggest problem (Vignette selected with mentor) What about other family or friends or local organizations Have you talked to them about your needs fully and what you need or expect (Partnership building) No it's better to know a clear plan so we can see how it works (Vignette selected with mentor) |

REVIEWING PROGRESS

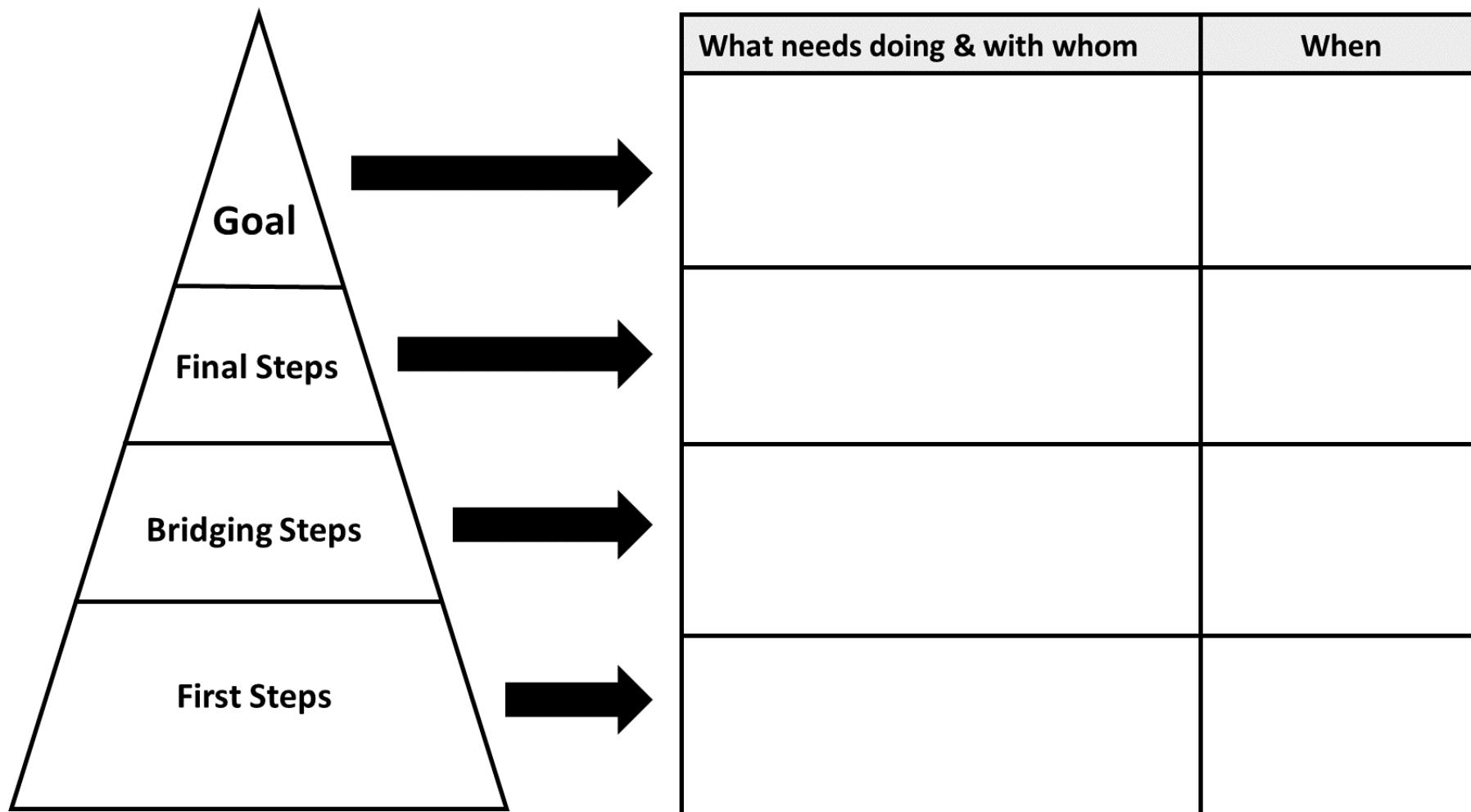
In our last session we agreed that I would 'give it a go' and try to:

| <i>Have I been successful?</i> | <i>Why? What happened?</i> | <i>Will I try again?</i> | <i>What can I do differently?</i> | <i>What support do I need?</i> |
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My final goal is: _____

| THINGS I WANT TO ACHIEVE <i>(in order to reach my final goal)</i> | Who can help me | Where does it take place | By when do I want to achieve this | What difficulties could I face | How can I solve these difficulties |
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Personal Action Plan – **REVIEWED & AGREED**



Peer Session Four – Notes

Comments

Actions Agreed

Session Five: *Supporting and learning*

The fifth session carries on the review process in the Session Four but seeks to continue support and if necessary widen the scope of the activity to see possibilities for extending the activity/action.

A particular focus is on encouraging the **LEARNING** process between the peer and the person having the coaching, learning the possibilities for other actions and building motivation to carry on and provide platform for Session Six.



Doing Session Five: *Doing supporting and learning*

A key part of the session is to identify what has been learnt from previous sessions and the development of the **Personal Action Plan** and actions that have happened. It is focused on learning what needs to be done to continue and extend activities.



The purpose of **Session Five** is to:

1. Review the **Personal Action Plan** and see how things are progressing – SCRIPT and Tools.
2. Focus on what can be done differently and what additional support or strategies need to be used to build on the activities completed - SCRIPT and Tools.
3. Re-use previous tools if necessary to revisit steps and/or goal.
4. Complete **Personal Action Plan** with additional actions.

Peer Training Notes

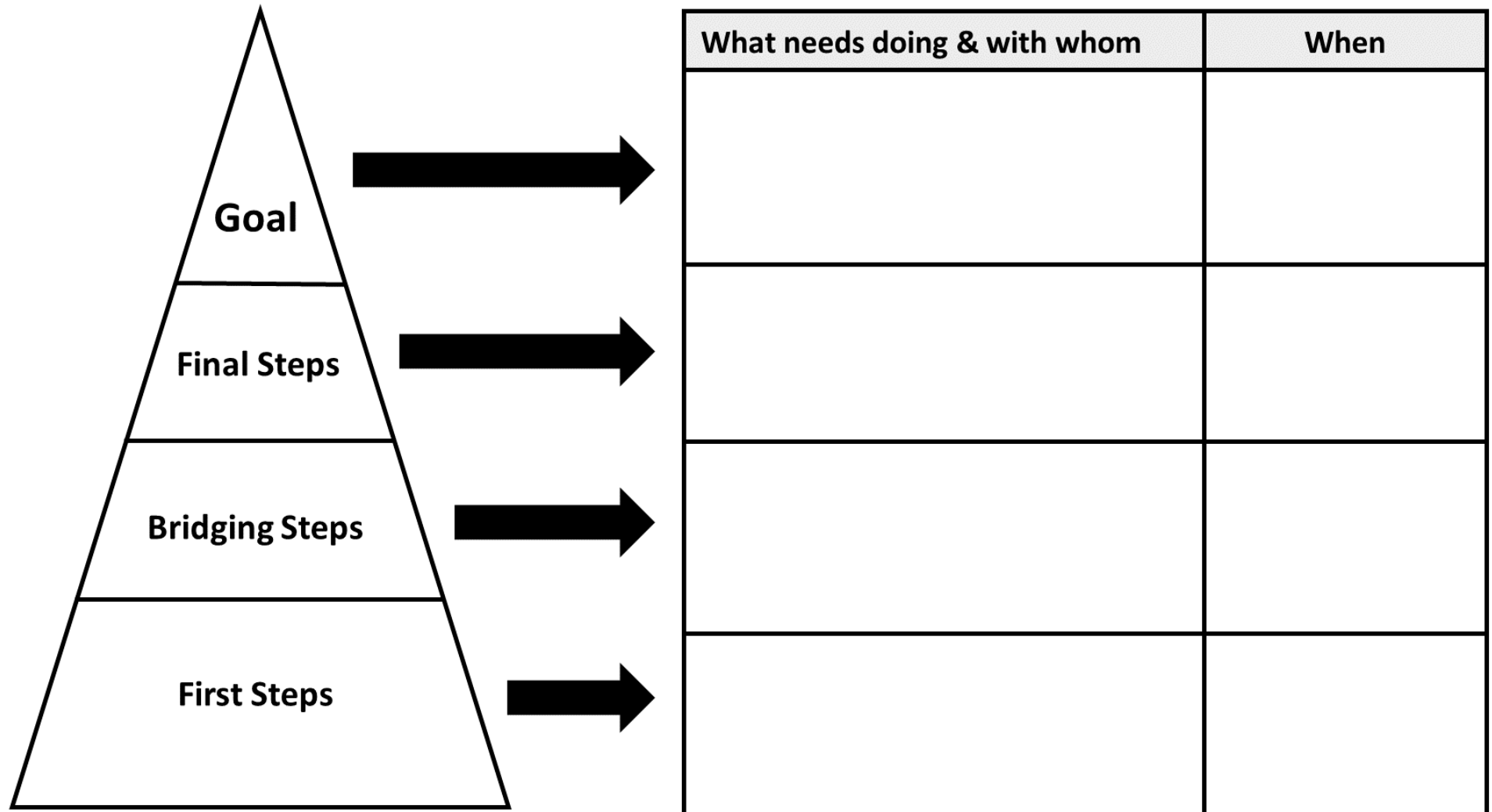
SCRIPT SESSION 5: *Engaging, supporting and learning to widen the scope*

| Peer coaching script | | | |
|--|--|--|--|
| SESSION 5: Engaging, supporting and learning | CUES | BARRIERS | RESOLUTION |
| <p>PURPOSE: To review the 'HAVING A GO' action plan. The key target for the Session Five is carry on with an ongoing REVIEW, checking on ACTION PLAN and engages in PROBLEM SOLVING. Encouraging but also seeing if here are opportunities to widen scope of the ONE activity/action to build confidence and link to Session Six.</p> <ul style="list-style-type: none"> How is the action plan being carried out | <ul style="list-style-type: none"> How are things going? What's happened since we last met? | <ul style="list-style-type: none"> I can't do it | <ul style="list-style-type: none"> What we need is to break it down into smaller steps so that we can see how the overall plan will work and also think about the help you will need if any to achieve this In a similar way I experienced something similar (Vignette selected with mentor) Let's look at it again in a bit more detail |

| Peer coaching script | | | |
|--|---|--|---|
| SESSION 5: Engaging, supporting and learning | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Reviewing any BARRIERS to moving forward – looking for solutions | <ul style="list-style-type: none"> Are there any problems or barriers that are slowing down or stopping this happening? | <ul style="list-style-type: none"> There are /there are many | <ul style="list-style-type: none"> Let's see what might be a problem – I found small things that I had not thought of to be the biggest problem (Vignette selected with mentor) |
| <ul style="list-style-type: none"> Reviewing FACILITATORS to help moving forward – looking for assistance and safeguards being in place | <ul style="list-style-type: none"> Are there enough sources of help for you with achieving this? Who you said would help – have they done that for you? If not why and is this a problem? | <ul style="list-style-type: none"> There's help but not enough | <ul style="list-style-type: none"> What about other family or friends or local organizations Have you talked to them about your needs fully ad what you need or expect (Partnership building) |

| Peer coaching script | | | |
|---|--|---|---|
| SESSION 5: Engaging, supporting and learning | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> • 'Having a go plan' MODIFYING the ACTION PLAN as an agreed document for moving forward • Opportunities for widening/extending the activity and building confidence | <ul style="list-style-type: none"> • Let's put down changes in the plan (DOCUMENT IN ACTION PLAN) • Are there any opportunities for building on this plan and building up more time/involvement in the activity? • If not now will there be and when? • If yes - Let's put down changes in the plan (DOCUMENT IN ACTION PLAN) | <ul style="list-style-type: none"> • There's no need to be too specific • Not at the moment | <ul style="list-style-type: none"> • No it's better to know a clear plan so we can see how it works (Vignette selected with mentor) • That's fine but worth thinking about potential to develop things further in the future and think about when might be good and why (Vignette selected with mentor) |

Personal Action Plan – **REVIEWED & AGREED**



REVIEWING PROGRESS

In our last session we agreed that I would 'give it a go' and try to:

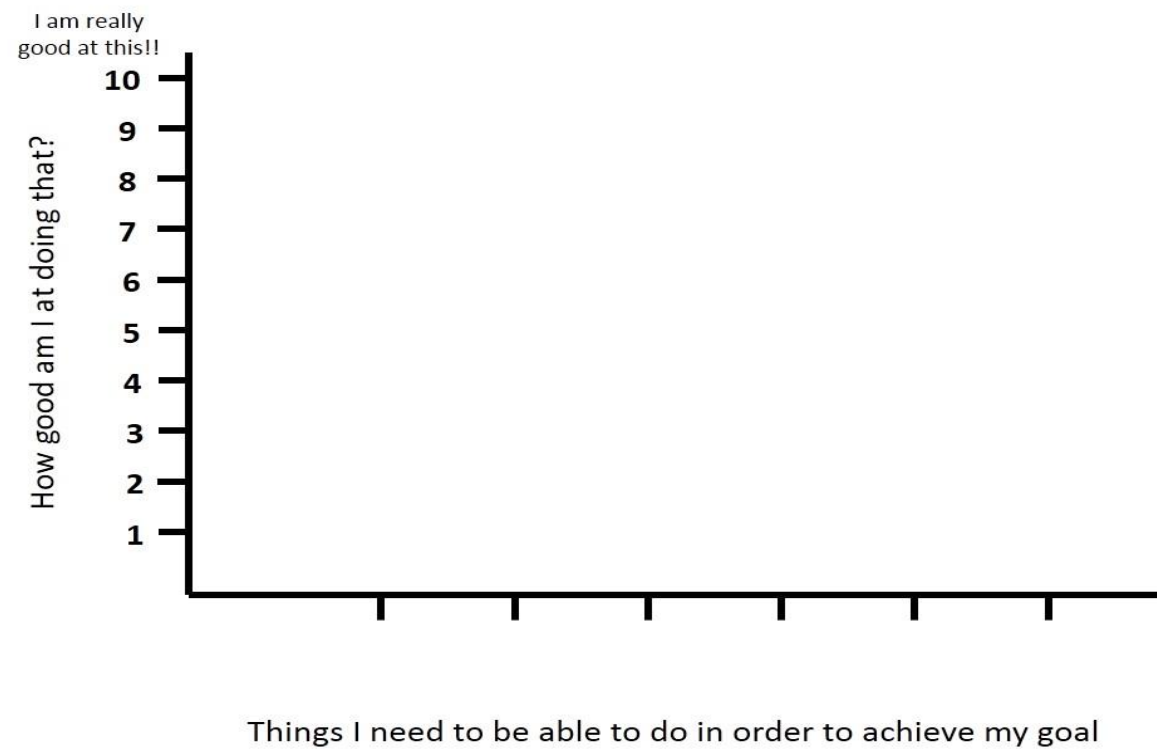
| <i>Have I been successful?</i> | <i>Why? What happened?</i> | <i>Will I try again?</i> | <i>What can I do differently?</i> | <i>What support do I need?</i> |
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My final goal is: _____

| THINGS I WANT TO ACHIEVE <i>(in order to reach my final goal)</i> | Who can help me | Where does it take place | By when do I want to achieve this | What difficulties could I face | How can I solve these difficulties |
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Think about each thing you need to be able to do in order to achieve your goal:

1. What would be a good enough score for this particular thing? (1-10)
2. How good do you think you are at this particular thing? (1-10)



Peer Session Five – Notes

Comments

Actions Agreed

Session Six: *Evaluating and future directions*

The final session is directed at evaluating the CHANGES, affirming the positive lessons and pattern of thinking for the future and seeking to revisit earlier options. It aims at creating NEW plans to build on the existing action plan. The SCRIPT attempts to EVALUATE areas of success and problems in the **Personal Action Plan**. Finally this session will try to identify future strategies and other areas for ACTION.

The peer may revisit the original 'list of activities' to identify other potential areas to build on from the initial outline created in the previous sessions. By revisiting this they can identify other possibilities for action in the future so that the process can carry on even as the coaching finishes.



Doing Session Six: *Evaluation and planning for the future*

A key part of the session is to evaluate how the whole process has been experienced, both 'highs' and 'lows' and focus on an active approach by identifying what and where next?

The purpose of **Session Six** is to:

1. Review the outcomes from the **Personal Action Plan** and reflect on whether the goals were achieved, not achieved or exceeded – using SCRIPT and Tools.
2. Develop a second –future orientated- **Personal Action Plan** to take forward the learning from the coaching – re-use previous tools as required – using SCRIPT and Tools.

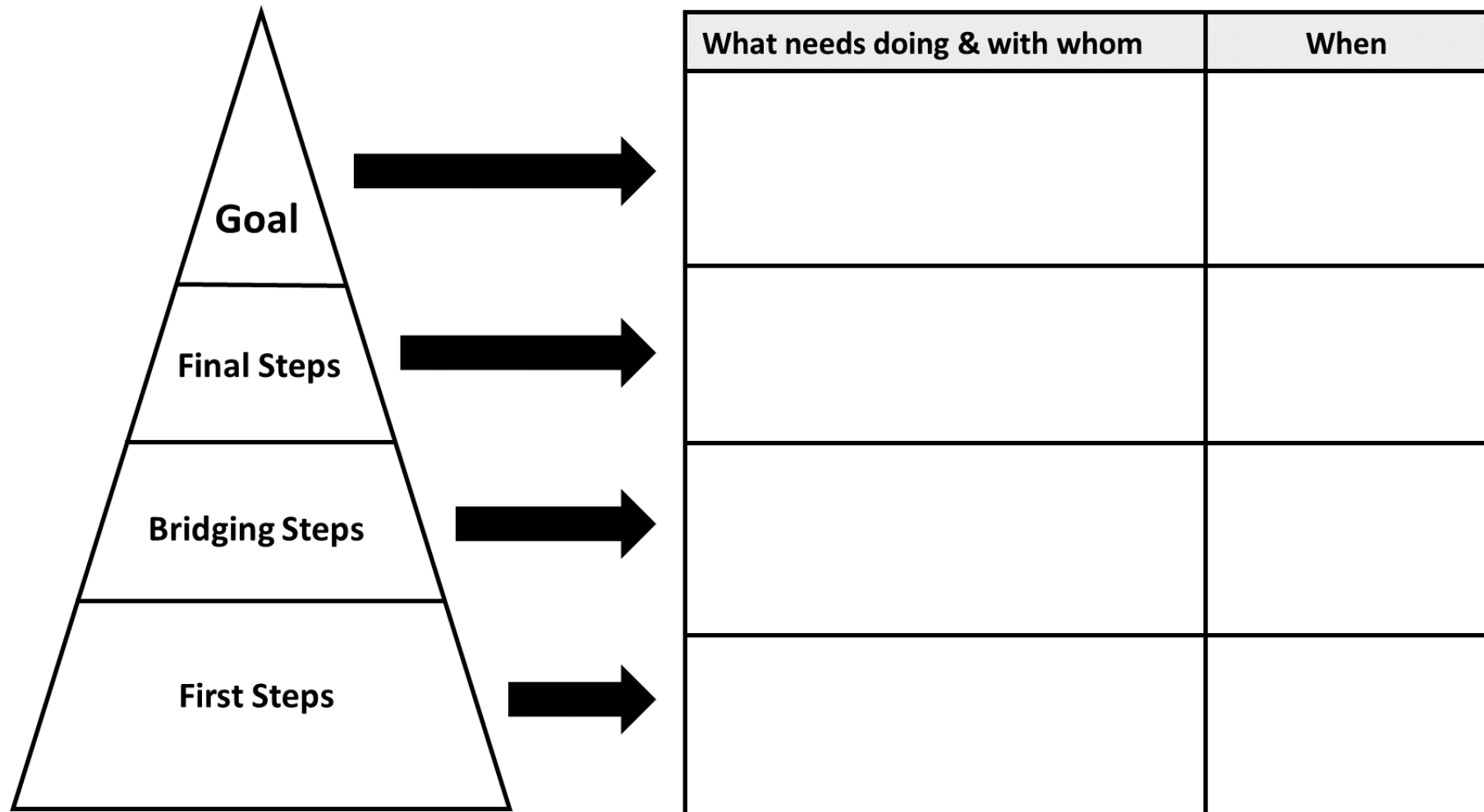
Peer Training Notes

SCRIPT SESSION 6: *Evaluating and future directions*

| Peer coaching script | | | |
|--|---|---|---|
| SESSION 6: Evaluating and future directions | CUES | BARRIERS | RESOLUTION |
| <p>PURPOSE: To EVALUATE the Personal Action Plan. Also to identify future action in this area and identify other areas/things mentioned in Session One/Two that may be developed as well in the future for future orientated Personal Action Plan</p> <ul style="list-style-type: none"> How was the action plan carried out and what was your overall feeling about what happened Reviewing any BARRIERS to moving forward – looking for solutions | <ul style="list-style-type: none"> How are things going by now? What's happened since we last met? What's happened since we last met? Are there any problems or barriers that slowed down or stopped this happening? | <ul style="list-style-type: none"> I can't do it There are/there are many | <ul style="list-style-type: none"> What we need is to break it down into smaller steps so that we can see how the overall plan will work and also think about the help you will need if any to achieve this In a similar way I experienced something similar (Vignette selected with mentor) Let's look at it again in a bit more detail Let's see what might be a problem – I found small things that I had not thought of to be the biggest problem (Vignette selected with mentor) |

| Peer coaching script | | | |
|---|---|---|--|
| SESSION 6: Evaluating and future directions | CUES | BARRIERS | RESOLUTION |
| <ul style="list-style-type: none"> Reviewing FACILITATORS to help moving forward – looking for assistance and safeguards being in place MODIFYING the current Personal Action Plan as an agreed document for moving forward Opportunities for extending to OTHER activities and building confidence and going back to stroke circle to see degree of change/progress and affirm positive Develop new Personal Action Plan | <ul style="list-style-type: none"> Were there enough sources of help for you with achieving this Who you said would help – have they done that for you? If not why and is this a problem? Let's put down changes in the plan (DOCUMENT IN ACTION PLAN) Are there any opportunities for building on this plan and building up OTHER activities from the early sessions (Using Tools) | <ul style="list-style-type: none"> There's help but not enough There's no need to be too specific Not at the moment | <ul style="list-style-type: none"> What about other family or friends or local organizations Have you talked to them about your needs fully and what you need or expect (Partnership building) No it's better to know a clear plan so we can see how it works (Vignette selected with mentor) That's fine but worth thinking about potential to develop things further in the future and think about when might be good and why (Vignette selected with mentor) Why don't we note on the list of ideas for the future |

Personal Action Plan



REVIEWING PROGRESS

In our last session we agreed that I would 'give it a go' and try to:

| <i>Have I been successful?</i> | <i>Why? What happened?</i> | <i>Will I try again?</i> | <i>What can I do differently?</i> | <i>What support do I need?</i> |
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My final goal is: _____

| THINGS I WANT TO ACHIEVE <i>(in order to reach my final goal)</i> | Who can help me | Where does it take place | By when do I want to achieve this | What difficulties could I face | How can I solve these difficulties |
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Peer Session Six – Notes

Comments

Actions Agreed

Additional tools - Vignettes

Vignette Storyline

I saw my stroke as a "blessing in disguise", almost a second chance at life, but this time to improve things, i.e. get fitter/healthier, stop smoking, lose weight and be happier. A second chance to do things and do them better than before, or try new things, because we only live once!

Vignette Storyline

I think keeping physically active without over doing it is very important. It seems to be a good idea to do something most days but equally important to try not to over do it often.

Vignette Storyline

I think my hobby of fishing has been a help towards my recovery since it requires a degree of physical and mental effort but it also offers its own rewards and self satisfaction which in turn gives me encouragement and motivation to continue and improve more

Vignette Storyline

I thought of my recovery as a mountain I wanted and needed to climb. I knew I couldn't climb it in one day or in a rush. I climbed 'a bit at a time', planning ahead and resting when I needed. Eventually the top of the mountain got closer and closer...

Vignette Storyline

I try not to have two busy days together and most times with forward planning I can arrange for an easy day the day before and at least one easy day between them.

Vignette Storyline

After my stroke I realised that my main disability was fatigue. Improving the 'fatigue part' has been a long haul. I accept that I will probably never get to the level of fitness that I enjoyed before but any improvement must be a good thing.

Vignette Storyline

Experience in dog training has helped me to identify early signs of mental and/or physical tiredness – it seems to be important to be able to recognise and know your own limitations and react accordingly.

Vignette Storyline

I am stubborn and always want to do everything for myself, after my stroke I felt very frustrated. I decided I would choose one thing I could do and focus on it: I started sorting out my garden little by little. Still lots to do but no point in rushing, if I've learned something since my stroke is to be patient!



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