

# The Outcome and Support Sequence Workbook



## Welcome

Thank you for taking part in this Outcome and Support Sequence workshop. You will be learning about and practicing using The Outcome Sequence and The Support Sequence. This workbook will help you record your practice.

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# Introduction to The Outcome Sequence



An outcome describes what someone wants to change or achieve in their life. It does not describe how to do this. An outcome can address what's not working or can move someone closer to their aspirations. This sequence takes you through the steps you can take to develop an outcome that is personal, specific and measurable.

## The Outcome Sequence

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- Step **1**  **What matters, who matters and where matters to the person (and aspirations where appropriate).**
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- Step **2**  **What is working and not working now?**
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- Step **3**  **What is the positive change you want to see?**  
(This could be either changing what is not working or moving towards an aspiration)
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- Step **4**  **Make this into a specific outcome.**
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- Step **5**  **Now check it:**
- Can we measure it? Do we know the starting point?
  - Is it achievable?
  - Does it keep or build on what is working?
  - Does it change what is not working?
  - Does it move us closer to the person's positive change/aspiration?
  - Where there is assessed need, does the outcome meet it?
  - Is it in everyday language, and not expressed from a service perspective?
  - Is there a solution embedded in the outcome?

### How well did I use the Outcome Sequence?

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**1** Did I discover what matters to the person, who is important in their life and the places that matter to them? Did I explore aspirations if this was appropriate?

**2** Have I fully understood what is working and not working about the person's life now, from their perspective?

**3** Am I clear about the positive change that the person wants to see in their life (either changing something that is not working or moving towards an aspiration)?

**4** Have I described this change in terms of a specific outcome or outcomes?

**5** Have I checked the outcome(s) against the following:

- Can we measure it? Do we know the starting point?
- Is it achievable?
- Does it keep or build on what is working?
- Does it change what is not working?
- Does it move the person closer to their positive change/aspiration?
- Where there is an assessed need, does the outcome meet it?
- Is it written in everyday language, and not expressed from a service perspective?
- Is there a solution embedded in the outcome?

**Am I confident that I involved the person in decision making as much as I could?**

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# The Support Sequence

The Support Sequence helps you to explore how to deliver the outcome creatively, using all available resources.



## 1. Yourself

How can you build on the strengths and qualities that you already have?  
What else could you do to improve your knowledge, skills or confidence?

## 2. Technology

Are there any apps or technology that could help?

## 3. Equipment and Adaptations

Are there any products or equipment that could help?

Are there any physical changes that could be made to your home or environment that could help?

## 4. Family, Friends and Neighbours

Is there anything that your family, friends or neighbours could help with?

## 5. Community

Are there places, groups or events happening in your community that could help?

## 6. Services or Setting

### For young people

What could your school or college do to help?  
What is available in the local offer?

### For adults

Are there any general health or social services that could help? What is available through universal services?

## 7. Support

### For young people

Could additional specialist support help?

### For adults

Could you organise support that could help?

If you already have a provider, is there anything they could do/do differently?

# The Support Sequence



## Outcome\*



**Yourself**



**Technology**



**Equipment & Adaptations**



**Family, friends & neighbours**



**Community**



**Services or Setting**



**Support**

\* measurable, specific, change something that is not working, moves towards aspiration, everyday language

## How well did I use the **Support Sequence**?

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Did I start by exploring what the person has tried already, and what ideas they have?

### 1 **Yourself**

Did I consider with the person how they can build on their strengths, assets and qualities? Did I explore what else the person could do to improve their knowledge, skills or confidence?

### 2 **Technology**

Did I investigate whether there are any apps or technology that could help?

### 3 **Equipment and Adaptations**

Did I review whether there are any products or equipment that could help? Did I see whether there are any physical changes that could be made to the person's home or environment that could help?

### 4 **Family, Friends and Neighbours**

Did I explore whether there is anything that the person's family, friends or neighbours could help with?

### 5 **Community**

Did I investigate whether there are places, groups or events happening in the person's community that could help? Did I consider online communities too?

### 6 **Services or Setting**

#### **For young people**

Did I review what the school or college could do to help and what is available in the local offer?

#### **For adults**

Did I consider whether there are any general health or social services that could help and what is available through universal services?

### 7 **Support**

#### **For young people**

Did I explore whether additional specialist support could help?

#### **For adults**

Did I consider how to organise support that could help? Did I review whether there is anything an existing provider could do or do differently?

Did we consider personal budgets?

## Am I confident that I involved the person in decision making as much as I could?

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