

Facilitator's guide

The combination of this facilitator's guide and the module is designed so you can offer training to a group of people with minimal preparation. We assume that you have facilitation skills, so this guide is not a script. Instead, it provides some notes and hints that may help guide group discussion.

Materials and additional information

The following materials and information may help you prepare for a facilitated TEL session:

- Your organisation's policies and procedures relating to the topic covered
- Real-life examples from your organisation that relate to the topic
- The listed resources given on slide 21 "For more information" of this module, as these may be particularly useful for your staff (also found in the Resources tab)
- Printer access, as answers typed throughout the modules can be printed at the end and certificates can also be printed for staff in attendance
- A projector and speakers to play videos, especially in a large group.

Encourage self-care

At commencement of this session, it is important to remind staff that talking about the end of life may not be easy, and that staff should take care of themselves and each other. Think in advance about what you could do if one of the participants becomes very upset.

Consider confidentiality

Be aware that that it is very common for people to share personal experiences when discussing end of life (both their experience with people with intellectual disability, and personal/family experiences).

Think about the degree of confidentiality that is appropriate for the group you are facilitating, and whether any ground rules are needed about:

- Discussing clients' end of life experiences
- Talking about one's personal dealings with dying and death

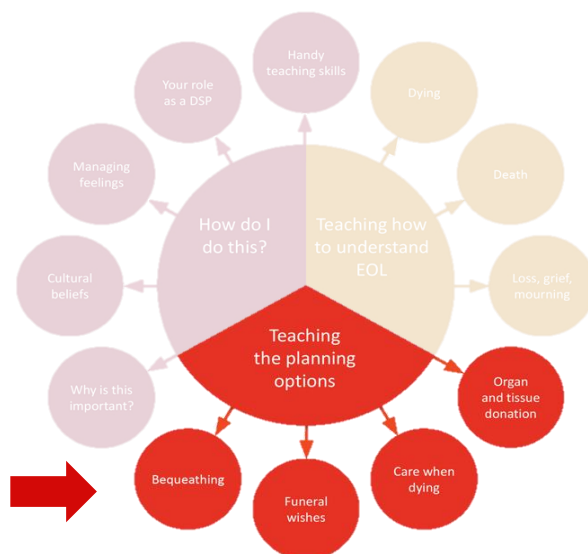
Important information for participants

We recommend that you explain to participants in the group that:

- The videos show real disability staff and people with intellectual disability (not actors) talking about real experiences
- The stories are almost all based on real events (with names and identifying details changed)

Module: Bequeathing

Consider showing participants where this module fits in with the other 11 TEL modules.



Suggested duration:



25-30 minutes

This guide includes:



Main ideas





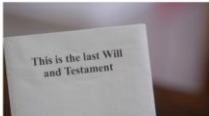





Links with other modules



Points to highlight from video

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<p>Welcome to the module about: Bequeathing</p> <p>Bequeathing means to pass on or hand down. It often means deciding who will have your things when you die.</p> <p>By talking with someone with intellectual disability about bequeathing, you can support them to understand:</p> <p><i>"I can decide who gets my things when I die if I want to."</i></p> <p>Go back Slide 2 of 23 Next slide</p> 	 <p>If people with intellectual disability know about bequeathing then this can be another way that they can experience choice making, if they want to.</p>
<p>Types of bequeathing</p> <p>A person with intellectual disability has the right to decide what happens to their things after they die.</p> <p>In this module we will be discussing two types of bequeathing:</p> <ul style="list-style-type: none"> • Legal wills • Person-centred planning <p>Go back Slide 3 of 23 Next slide</p> 	 <p>While a DSP's role might be to help a person understand what a will is, they would never expected to write a will with, or for, a client.</p>
<p>Legal wills</p> <p>A person with intellectual disability can make a legal will if they have the understanding to do so. This understanding is called 'legal capacity' and might need a capacity assessment or advice from a lawyer.</p> <p>It is not the role of a disability support professional (DSP) to help write a will. You should seek your manager's advice if a client expresses the desire to write a will.</p> <p>Go back Slide 4 of 23 Next slide</p> 	
<p>Writing wishes down</p> <p>Writing wishes down Just as a person with intellectual disability can give gifts to others in life, they can have their wishes about bequeathing written down and honoured after death.</p> <p>This can be done using a will or person-centred planning.</p> <p>The main difference is that a will is legally binding, and a person-centred plan is not.</p> <p>Go back Slide 5 of 23 Next slide</p> 	 <p>A person doesn't have to have a will if they want to bequeath things.</p>
<p>Why is bequeathing important?</p> <p>Bequeathing can be comforting. For the person who will die, it can be reassuring to know that the things they love best will be cared for by chosen others.</p> <p>For the chosen person, it can be an honour to receive these things and offer a lasting memory about the person who died.</p> <p>Go back Slide 6 of 23 Next slide</p> 	

Your role

If you are a DSP, your main role is to help the person understand what bequeathing is.

We suggest that decisions about bequeathing be done using person centred planning processes, in consultation with trusted others like family or close friends and, where necessary, legal professionals.

See the module *Your role as a DSP* about what is, and isn't, expected of a DSP when teaching about end of life.

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Bequeathing

Tick boxes to show whether these statements apply to a will, a person-centred plan, or neither. You can tick more than one box per statement.

Statement	Will	Person-centred plan
A DSP can support a person with intellectual disability to decide what goes in the document	<input type="checkbox"/>	<input type="checkbox"/>
Often written by a legal professional	<input type="checkbox"/>	<input type="checkbox"/>
May need a capacity assessment	<input type="checkbox"/>	<input type="checkbox"/>
Can involve family and friends	<input type="checkbox"/>	<input type="checkbox"/>

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Bequeathing



Did you choose the following answers?

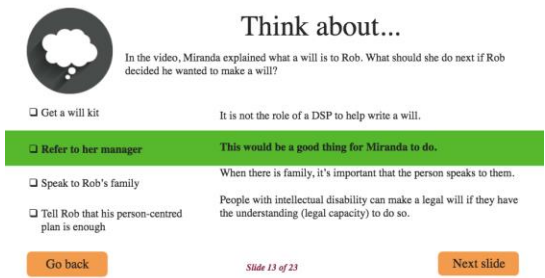



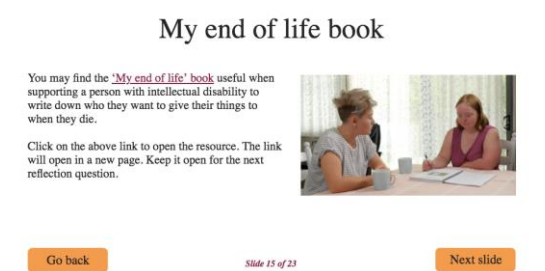
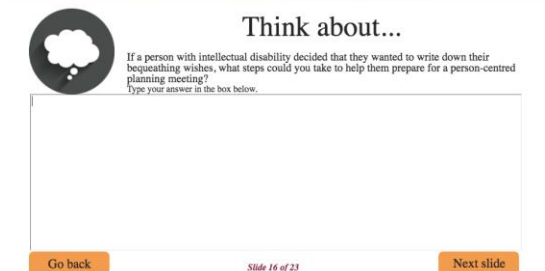
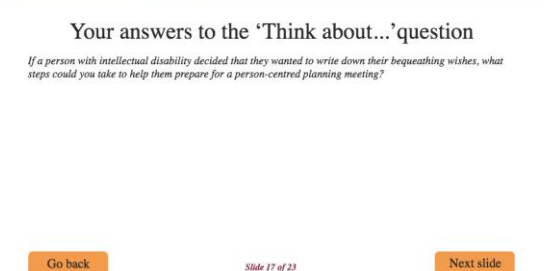
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<div data-bbox="212 230 719 495"> <h3>Rob</h3> <p>In this video, Rob says he will give his soccer trophies to Nathan when he dies. Miranda uses the opportunity to talk about bequeathing.</p> <p>To explain bequeathing to Rob, Miranda doesn't just talk about wills. She brings in her own will to show Rob and encourage understanding.</p> <div data-bbox="443 286 719 443">  <p>Who will have your things after you die?</p> <p>Having trouble playing this video? Click on this link to view it in Vimeo: https://vimeo.com/238691363</p> </div> <p>Slide 10 of 23</p> <p>Go back Next slide</p> </div>	<div data-bbox="786 241 869 309">  </div> <p>Key points for discussion from this video clip are listed below:</p> <p>(01:02-01:24) Miranda tells Rob that bequeathing is about him making choices about things he would like others to have <u>after</u> he dies.</p> <p>(01:12-01:32) Miranda shows Rob an example of a real will as a concrete way of helping him to understand what one looks like.</p> <p>(01:32-01:40) Miranda helps Rob understand that he could choose to bequeath things that are important to him, and that they don't have to be things of financial value.</p> <p>(01:55-02:00) Miranda doesn't push Rob to write his wishes down. Instead she encourages him to speak to his family about his will-making choices.</p>
<div data-bbox="212 1350 719 1615"> <h3>Think about...</h3> <p>In the video, Miranda explained what a will is to Rob. What should she do next if Rob decided he wanted to make a will?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get a will kit <input type="checkbox"/> Refer to her manager <input type="checkbox"/> Speak to Rob's family <input type="checkbox"/> Tell Rob that his person-centred plan is enough <p>Slide 11 of 23</p> <p>Go back Next slide</p> </div>	<p>This is the first example of a text box in this module. You may choose to use this box to type in key points raised during discussion. Answers to this and any future reflection questions can be printed or emailed at the end of the module.</p>
<div data-bbox="212 1753 719 2011"> <h3>Your answers to the 'Think about...' question</h3> <p>In the video, Miranda explained what a will is to Rob. What should she do next if Rob decided he wanted to make a will?</p> <p>Slide 12 of 23</p> <p>Go back Next slide</p> </div>	

 <p>Think about...</p> <p>In the video, Miranda explained what a will is to Rob. What should she do next if Rob decided he wanted to make a will?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get a will kit It is not the role of a DSP to help write a will. <input checked="" type="checkbox"/> Refer to her manager This would be a good thing for Miranda to do. <input type="checkbox"/> Speak to Rob's family When there is family, it's important that the person speaks to them. <input type="checkbox"/> Tell Rob that his person-centred plan is enough People with intellectual disability can make a legal will if they have the understanding (legal capacity) to do so. <p>Go back Slide 13 of 23 Next slide</p>	 <p>Participants might think that “Speak to Rob’s family” is the right answer. Wherever possible, that would be Rob’s choice, <u>not</u> the DSP’s. At most, the DSP might support Rob to talk to his family.</p> <p>The best thing to do in this situation is to get the manager’s advice.</p>
 <p>Person-centred planning</p> <p>This video shows how you can use the 'My end of life' book as part of person-centred planning. The video shows how to plan for a funeral. On the next page you will see how the same resource can be used for bequeathing.</p> <p>Go back Slide 14 of 23 Next slide</p>	 <p>(00:35-00:47) Caroline has decided to write her wishes down. Anna reminds her that she can change her mind at any time and encourages her to talk to her family too.</p>
 <p>My end of life book</p> <p>You may find the 'My end of life' book useful when supporting a person with intellectual disability to write down who they want to give their things to when they die. Click on the above link to open the resource. The link will open in a new page. Keep it open for the next reflection question.</p> <p>Go back Slide 15 of 23 Next slide</p>	<p>Click on the <i>My end-of-life choices book</i> and show participants what this looks like. Discuss with participants how Rob could have used this book at slide 10.</p>
 <p>Think about...</p> <p>If a person with intellectual disability decided that they wanted to write down their bequeathing wishes, what steps could you take to help them prepare for a person-centred planning meeting? Type your answer in the box below.</p> <p>Go back Slide 16 of 23 Next slide</p>	
 <p>Your answers to the 'Think about...' question</p> <p>If a person with intellectual disability decided that they wanted to write down their bequeathing wishes, what steps could you take to help them prepare for a person-centred planning meeting?</p> <p>Go back Slide 17 of 23 Next slide</p>	

<h3>Did you get...?</h3> <ul style="list-style-type: none"> • Make sure that the person understands what bequeathing is • Encourage the person to talk to family and friends about their wishes • Make the process more concrete by using photos of the recipient  <p>Go back Slide 18 of 23 Next slide</p>							
<h3>Seek help if you are unsure</h3>  <p>If you are unsure what your role is when talking about bequeathing with a client, please talk about it with someone you trust.</p> <p>Go back Slide 19 of 23 Next slide</p>	 <p>Someone you trust could be your supervisor, a colleague, a friend or family member.</p>						
<h3>Key concepts</h3> <p>Bequeathing means leaving your things to someone else when you die. Bequeathing can be done through:</p> <ul style="list-style-type: none"> • Legal wills • Person-centred planning <p>If you are a DSP, your main role is to help the person understand:</p> <ul style="list-style-type: none"> • What bequeathing is • They can decide who gets their things when they die <p>'My end of life' book is one example of how a person-centred plan can be used to write down bequeathing wishes.</p>  <p>Go back Slide 20 of 23 Next slide</p>							
<h3>For more information</h3> <p>Here are some resources that may help you provide information to a client that wants to make a will:</p> <table border="1"> <thead> <tr> <th>Resource</th> <th>About</th> </tr> </thead> <tbody> <tr> <td>Wills for people with intellectual disability</td> <td>A fact sheet about making a will, published by the Intellectual Disability Rights Service in Australia</td> </tr> <tr> <td>An easy to read guide to making a will</td> <td>An example from Ireland about will making, designed for people with intellectual disability.</td> </tr> </tbody> </table> <p>Go back Slide 21 of 23 Next slide</p>	Resource	About	Wills for people with intellectual disability	A fact sheet about making a will, published by the Intellectual Disability Rights Service in Australia	An easy to read guide to making a will	An example from Ireland about will making, designed for people with intellectual disability.	<p>Click on the links on this page to show participants what these resources look like.</p>
Resource	About						
Wills for people with intellectual disability	A fact sheet about making a will, published by the Intellectual Disability Rights Service in Australia						
An easy to read guide to making a will	An example from Ireland about will making, designed for people with intellectual disability.						
<h3>Your answers for this module</h3> <p>If you would like to keep a copy of your answers for this module, you can print them out or email them to yourself.</p> <div>  <p>Print your answers to the Think About questions</p> </div> <div>  <p>Email your answers to yourself</p> </div> <p>Go back Slide 22 of 23 Next slide</p>							

 <p>Congratulations!</p> <p>You have completed the module</p> <p>You can now print a certificate</p> <p>Go back <small>Slide 23 of 23</small> Go to home page</p>	
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