

Good day/bad day



This person-centered thinking tool helps you to have conversations about the person's day, from when a person wakes up to when they go to bed; it is a way of exploring in detail what makes a good day for a person (eg what needs to be present in their daily life) and what makes a bad day (eg what needs to be absent). This helps us to learn what is important to the person – both what must be present in their day and what must not happen.

Once you know this, you can agree on actions to help the person have more good days and less bad days.

Learning about good days and bad days tells us what is important to someone and how they want to be supported, and this information is important for the person's support plan, to ensure consistency.

Discussing good days and bad days is also a great way for gathering information for a person's communication chart, community map, relationship circle and matching supports as well.

You can use the good days and bad days tool with an individual you support or within a team, to help you to learn and understand more about how best to support people.

What it does

It is a way to learn about what matters to someone and what support they need to have good days and avoid bad days. We need this information about everyone who receives support and colleagues as well. This is a way to start or add to one-page profiles for colleagues and for those supported and to decide together on actions, which is then recorded in the action plans/goals section of their ISP.

How it helps

It helps to understand what matters to the person and what needs to happen for them to have more good days and fewer bad days.

How to Use Good day/Bad day

- Ask the person to think about their very best day and then think about a bad day. Break the days up into chunks – from when they wake up in the morning to when they go to sleep at night – and go through each chunk one at a time.
- For some people, talking about a bad day can feel like they are reliving it, so it may work better to do a good morning then a bad morning, a good lunchtime and then a bad lunchtime and progress through the rest of the day similarly.
- Ask questions and tease out information. Be prepared for the conversation to meander.

Questions you could ask include:

- What do you do on your favorite day of the week?
- Can you tell me about the times you have the most fun?

- What are the things that make you feel really good?
- Ask the person who they are with for each part of the day or for a particular activity – a good or bad day might depend on the people that are around. This information can be very useful for support.
- Ask the person who they are with, where they are & what they are doing, where something happens can be as important as what happens.
- Ask people about food and drinks, do they need morning cup of coffee in their favorite mug? Do they like to eat their meals on a favorite plate? Do they like to know what they will be eating each day, or do they prefer surprises?
- If someone is finding it difficult to think about what makes a good day or a bad day, ask them to describe a day last week that was really good or really bad and then find out why. If the person has not had good days for some time then ask them about a day from their past.
- If the person can't tell you themselves, then use their relationship circle to identify family, friends and support staff whose opinions you can ask about the sort of things that they think help the person to have good days and contribute to bad days. Also watch individuals for body language, as it can tell you a lot about a person's likes and dislikes.
- Make sure that the focus is on the person being supported. What makes a good day for them, not for the staff supporting them.
- Write detailed & specific statements & avoid generalizations such as "receiving the support I need", what does this support look like & who is involved?
- Don't see bad days as something that can't be fixed. What can you do in your role, to make sure that the person has more good days and less bad days?
- You do not have to fully complete this exercise with individuals in one sitting, but rather keep the document handy and use it as a living/working document and as you learn more about the individual, continue to expand on it.