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Supporting decision-making

Reflections of parents about value of training and mentoring for supported decision-making practice

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Background To increase capacity of parents to enable adults with intellectual people to participate in decision making and improve their practice by using an evidence-based Support for Decision Making Practice Framework. The research questions were: 1) what were parents' reflections on training and the Framework and 2) did they apply learning (knowledge, skills and attitudes) from the Framework to their support practice. *Method* A social constructionist perspective was used, and data collected through in-depth and repeated interviews with 17 parents of adults with intellectual disabilities after they had completed a one-day training program in the Framework and participated in two to six mentoring sessions. Data were analysed using grounded theory methods. *Results* Training acted as a catalyst for parents to reflect more deeply on processes of decision support, assisted them to take a more deliberate approach to support, and prompted the use of steps and principles from the Framework associated with effective decision support. *Conclusions* The study highlighted the positive impact of training in an evidence-based practice framework and highlighted the value of investment in capacity building measures for parents to provide structure and guidance about support to ensure supported decision-making schemes realise their rights-based objectives.