

# SRV MATTERS II

## Aspects of Roles

Some aspects to consider when using a Roles approach  
Building on the last edition: 'Roles: earned and given'

So you've decided to apply SRV by using a Roles approach. This means that you've probably done at least two things: worked with the person to name what roles they currently have, both the positively valued ones and negatively valued ones, and both the ascribed (given) roles and the achieved (earned) roles. And you've done work together to describe what a better life might look like. This article describes four additional aspects of roles.

**1. Be conscious of current habits that are 'anti' roles work.** This draws on the SRV theme of '(un)consciousness'. Habits whose origins sit in our unconsciousness include:

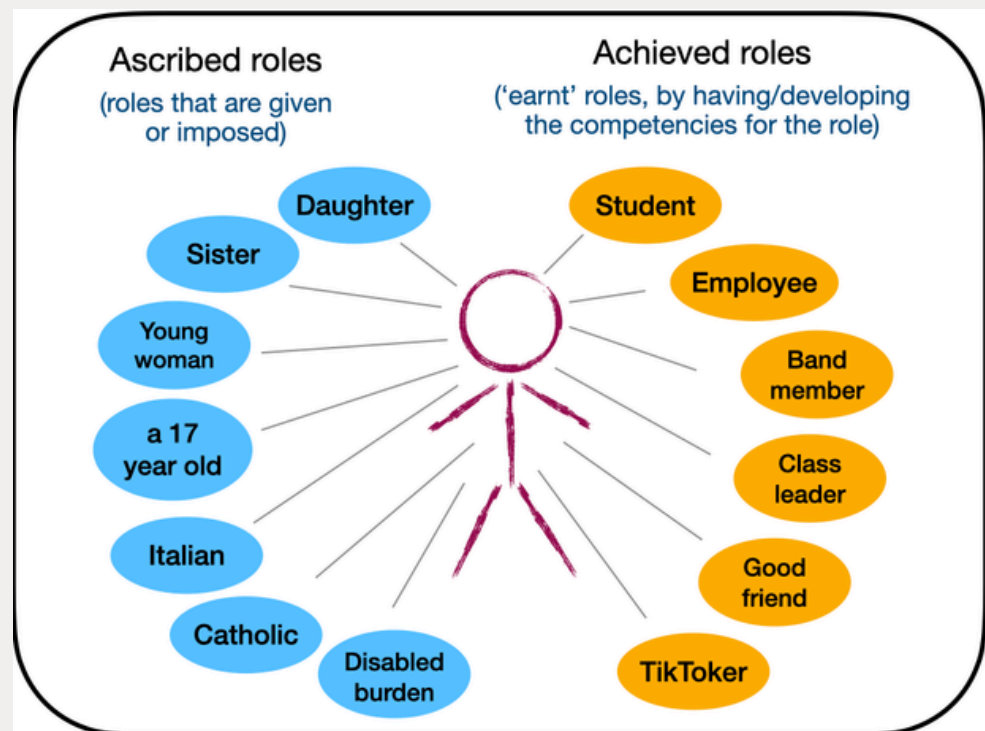
a. Providing activities rather than creating valued roles to build one's identity. A focus on keeping the person busy or occupied, such as filling a person's diary with going places largely for enjoyment, is an example.

b. Doing to or doing for people. Although this form of support can be out of liking or even loving the person, doing things for or to a person is likely to keep them in a dependent role and not open doors to roles for them to learn and become more competent in.

c. Not having a sense of direction. A Vision provides a chance to dream, to imagine what a better life might look like.

It can be a challenge to allow oneself to dream when there have been disappointments in the past. Nevertheless, this step is essential not only for a sense of direction, but also for something that other people can commit to and support as well.

**2. Maintaining and/or strengthening positively valued ascribed roles are important goals.** This is especially important when people lose skills or don't develop skills, and therefore Achieved (competency-based) roles are under threat. Ascribed roles do not require high abilities. Examples include the role of Uncle, member of a cultural group, and teenager. You would be right in thinking that having skills in those roles would be very helpful, but skills are not essential. Encourage others around the person to continue to enable those ascribed roles.



SRV Ideas: Improved SRV application

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## Aspects of Roles - cont.

**3. If the person has negative roles, then the goal is to reduce/eliminate these roles.** A key thing here is that these roles are perpetuated by how the person is perceived, based on certain mindsets held by the perceiver eg, teacher to student; employer to employee; worker to person. One SRV response is to try to influence the mindsets of the perceiver. Interestingly, another strategy in reducing the negative roles is to introduce more positive roles. One caution: be mindful of not removing a role communicator such as the doll held by the older person in the role of Child unless there is something positive to replace it in ways that are satisfying to the person.

**4. Roles are not always immediately possible.** Two major SRV themes, which are also strategy areas, are to do with developing competencies and developing positive status. These are

critical when working to enable people to move into positively valued roles.

A developmental approach, ie, learning how to do things, can be a very effective approach. Be mindful though of the person becoming 'stuck' in a 'readiness' program without progressing to the 'real' thing. An additional strategy is to influence how the person is being perceived and treated by ensuring they are surrounded by people with a valued status, doing valued activities and in valued places.

*How does that sound? Roles work is not easy as it requires consciousness and tenacity. Roles work requires swimming against devaluing societal currents. Be encouraged! ... the payoffs are hard won yet rich.*



## SRV Ideas: Improved SRV application