A Person-centred Approach to Working with Groups and Individuals

An Overview of a Pilot Training Course for Royal Voluntary Service Social Centres

By Fiona McCall, Faenor Consultancy

June 2013
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Introduction .................................................................................. 3</td>
<td></td>
</tr>
<tr>
<td>Modelling ......................................................................................... 3</td>
<td></td>
</tr>
<tr>
<td>Aims ................................................................................................. 4</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes for Each Day ...................................................... 4</td>
<td></td>
</tr>
<tr>
<td>2  Day One of the Training Course .................................................... 5</td>
<td></td>
</tr>
<tr>
<td>Course Content – Day One .................................................................... 5</td>
<td></td>
</tr>
<tr>
<td>1. Arrival, Welcome and Introductions ............................................. 5</td>
<td></td>
</tr>
<tr>
<td>2. Ground Rules ................................................................................. 5</td>
<td></td>
</tr>
<tr>
<td>3. Quiz: Finding out about Service Users ........................................ 5</td>
<td></td>
</tr>
<tr>
<td>4. How Person-centred is your Centre? ............................................ 6</td>
<td></td>
</tr>
<tr>
<td>5. Carl Rogers’ Key Principles ....................................................... 8</td>
<td></td>
</tr>
<tr>
<td>6. Case Studies .................................................................................. 9</td>
<td></td>
</tr>
<tr>
<td>7. Activity and Preparation for the Next Training Session (Day Two) .... 9</td>
<td></td>
</tr>
<tr>
<td>3  Day Two of the Training Course .................................................... 11</td>
<td></td>
</tr>
<tr>
<td>1. The Presentations ........................................................................... 11</td>
<td></td>
</tr>
<tr>
<td>2. Person-centred Skills for Individuals and Groups ......................... 11</td>
<td></td>
</tr>
<tr>
<td>3. Dealing with Difficult Group Situations or People ......................... 12</td>
<td></td>
</tr>
<tr>
<td>4. Review and Reflect ....................................................................... 14</td>
<td></td>
</tr>
<tr>
<td>Appendix 1 ....................................................................................... 15</td>
<td></td>
</tr>
<tr>
<td>1. Example of Ground Rules ............................................................. 15</td>
<td></td>
</tr>
<tr>
<td>2. Quiz - How Person-centred are You? ............................................ 16</td>
<td></td>
</tr>
<tr>
<td>3. Possible responses to case studies ............................................... 17</td>
<td></td>
</tr>
<tr>
<td>Appendix 2: Background Reading ....................................................... 18</td>
<td></td>
</tr>
<tr>
<td>1. Power Dynamics ............................................................................ 18</td>
<td></td>
</tr>
<tr>
<td>2. Older People, Learning and Dementia .......................................... 18</td>
<td></td>
</tr>
<tr>
<td>3. Person-centred Care .................................................................... 18</td>
<td></td>
</tr>
<tr>
<td>References ....................................................................................... 19</td>
<td></td>
</tr>
</tbody>
</table>
1 Introduction

In the autumn of 2012 I delivered two half days training for Social Centre Managers and Volunteers in the Borders. The purpose of this training was to explore the value of a person-centred approach to working with Centre users. The training covered both individual work and group dynamics. Its focus was mainly on practical activities and approaches, but included some of the key principles and underpinning theory that informs a person-centred approach.

This course was written specifically for the wide range of staff and volunteers working in the Social Centres run by WRVS (now Royal Voluntary Service). Their focus is on how to take the principles and skills of person-centred philosophy and apply them in an everyday way with groups and individuals.

The training was designed as two interlinked half-day courses. The first half day was an introduction to the key ideas, concepts and skills. At the end of this participants were asked to undertake a task in their workplace over the following weeks and to feed back on this on the second half day. It was important that at least two weeks was allowed for this task to be completed before running the second session. The first part of the second half day was taken up by feedback from this exercise and linking it to the theory. The second half of the session covered group work and dealing with difficult people/situations and identifying approaches and how to work in a person-centred way in groups.

Modelling

A core part of the ethos in undertaking this training was to model the person-centred approach and its principles. This is the best way for participants to experience some of the principles in practice. During the sessions I modelled the approach to participants, since how you are in presenting the content and skills practice should mirror how Managers need to be in their work setting. As the trainer, you are modelling an approach in the way you deliver content. Listening, attending, responding, being respectful, maintaining boundaries and being aware of participants' own processes – they are all part of the how of working with others. You need to be observing and supporting and being aware of how participants are interacting with you and the content. Enthusiasm, boredom, puzzlement, disengagement are all well expressed through body language and participation - or not! Watching out for this and responding to it is crucial.

Much of the course content was participative because it was important to encourage participants to frequently and deliberately try out some of the approaches and skills. While Managers and Volunteers may feel, 'they do this anyway', it is in stopping and thinking about how they are interacting with others, volunteers, service users and staff, that they can see how it can be approached differently.
Aims

Course aims were set for the training and learning outcomes for each day. These were to:

- Apply person-centred principles and approaches to the Social Centre settings
- Describe practical skills and techniques which can be used with individuals and groups
- Increase knowledge and understanding of a person-centred approach
- Learn several ways in which the person-centred approach can be included/improved in the work setting.

Learning Outcomes for Each Day

Day One

By the end of this day participants will be able to:

- Identify the core conditions needed to communicate in a person-centred way
- Describe the three main concepts of a person-centred approach
- Identify a situation or individual at work where they can practice the above.

Day Two

By the end of this day participants will be able to:

- Illustrate, by examples from their practice, how communication and practice have changed
- Identify two changes they will make to their work setting
- Describe two group work approaches which are person-centred.

The report goes on to describe the training course. Chapter 2 outlines Day 1 and Chapter 3 outlines Day Two. The set up of both days was intended to model the approaches and principles of a person-centred approach to working with people.
2  Day One of the Training Course

Course Content – Day One

Day One of the course comprised eight elements. Each of these is described in this Chapter.

1. Arrival, welcome and introductions
2. Ground rules
3. Quiz
4. How Person-centred is your Centre?
5. Carl Rogers’ key principles
6. Case studies
7. Activity for next session
8. Review and reflect

1. Arrival, Welcome and Introductions

As not everyone necessarily knew one another, there was a round of introductions to start with, along with a brief outline of the content of the two days, and flagging up a homework task required between Day One and Day Two of the training course. I also introduced myself as the trainer, with a summary of my training and experience. This was important to account for my experience in the subject area and my credentials as a trainer.

2. Ground Rules

We moved on to establish ground rules to set the working agreement and relationships with participants. This time I chose to give participants a pre-drawn up list (see Appendix 1) and asked them to discuss how they would show they were working to them. This activity was a first demonstration of being person-centred. How? Well it is about agreeing where responsibility lies for those involved in the interaction. It is a form of contract. In any interpersonal interaction it is important to know who is responsible for what and what behaviour is expected and acceptable. This is at the core of a person-centred approach. So it was the first chance to model the approach.

3. Quiz: Finding out about Service Users

I then moved on to getting the Managers to look at how person-centred they are. From my briefing for the training it seemed that much of the work of the Managers can be paper based and focused on gathering information and doing returns, as well as managing volunteers and staff. Even in this area it is possible to consider doing it in a person-centred way. I used the activity of a quiz as a fun way for all of gathering personal information on Centre users. This was also about getting Managers to go beyond basic fact gathering and
begin to build up a picture of the service user as an individual. This highlights the importance of personal knowledge in terms of working in a person-centred way and illustrates the type of knowledge it is useful to know. This information can form the basis of building individual and group work plans based on the personal preferences of Centre users. It also helps build a psychological and social profile of an individual's personality type and provides basic material from which other activities can be developed.

A quiz with Centre users can provide a fun way of gathering some of the core information needed by Royal Voluntary Service, as it involves thinking about the person and garnering indirectly the information required and doing the paperwork less intrusively: one of the principles of being person-centred (See Appendix 1). This activity is about building a personal and detailed profile of Social Centre users and to know them as people with a past history and many achievements and each with a different personality. Knowing the personality of the person is crucial, as it helps to understand them and know how to involve them, or respond when they are upset or emotional.

This quiz can be used in a variety of ways. Some of the ideas below came from training course participants who had tried them out:

- As a group activity
- To gather personal information on an individual
- To combine information from a number of Centre users to organise a themed group activity or day
- To give staff and volunteers topics for further conversations

The aim is to build a complex picture of the history and life of the individual; who they have been and what they have achieved.

**Example A**

In one Centre, the Manager and staff took information gathered from formal records, conversations with users and observation. They then organised a 50s themed session. Everything that happened in the Centre had this theme - the menu, the music, videos, magazines/papers; service users and staff were encouraged to dress in 50s clothes. It was a fun and full of energy day.

**Example B**

Another activity that can be developed is to ask users to bring in photographs of themselves with their first car/in a job/on holiday. Put these up on a wall or board and ask others to identify who it is from the group. Again, this is a fun and an active event which can generate much discussion and sharing of past experiences.

4. **How Person-centred is your Centre?**
I then moved on to ask the group to consider how person-centred their Centres were.

This was intended to gain an understanding of participants’ definitions of ‘person-centred’ and how this is applied to everyday practices in the Social Centres. It was also to ensure participants shared with each other how they each defined this term and how they implement it in practice. Sharing of best practice in person-centeredness was a key part of this element of the training.

Furthermore, there are many different people involved in the Social Centres - staff, volunteers, service users - and the Centres often take place in venues belonging to other organisations. All of this can create an atmosphere where activities and processes are undertaken from habit or set procedures. This does not always create a place that is person-centred. Participants were asked to:

A. Individually write down three ways you show your Centre is person-centred
B. Describe three things you do to be person-centred in your Centre

Then they went into groups of three or four, shared their responses with others in the small groups and brought these back to the large group where they shared and discussed the different responses and how the set up of the Centres encourages or inhibits being person-centred.

The actual set up of the spaces can be the biggest inhibitor to being person-centred and there can be limited scope to alter this to suit the purposes of a Social Centre. So how do you best use the existing spaces and how do Managers, volunteers and staff work with Centre users to make them as person-centred as possible?

Some solutions and ideas that were identified included:

- ‘Modifiers’, are the aspects of a space that can be altered including lighting, heating, visual appeal, noise level, privacy, access routes and smell. Aspects that can improve the atmosphere and make it more ‘ours’ for the time it is used by Centre users include lamps, independent heaters, throws, knee rugs, appropriate pictures and photographs, oil burners and signposting. Also, talking to Centre users to ask them what would make them feel more ‘at home’ when they come along, is a totally person-centred way of working.

Thereafter, there are more straightforward things that can be done, such as:

- Ensure everyone knows each other’s names and check out how they want to be addressed (staff, volunteers and Centre users alike)
- Involve Centre users in all the decision-making where you possibly can, which is probably more than you do at the moment
• Open up access to as much of the Centre as you can. Are 'no go' areas really so, or just because they always have been?
• If 'aye been' is said ('it has always been this way'), does it still have to be the case?
• Involve Centre users in as many tasks as possible. This reduces the 'them/us' divisions that arise.

5. Carl Rogers’ Key Principles

A core part of the day was to go back to the source of person-centeredness. The theories and ideas of Carl Rogers have permeated many aspects of society and are now central to many of the ideas and approaches to health and care work.

This presentation was to introduce some of the key ideas and principles of a person-centred approach from the theories and practices of Carl Rogers, one of the founders of person-centred psychology. The idea was to discuss how his key ideas relate to and can be used in the Centres and the activities that take place in them. The key points outlined below can be used by Managers as a checklist to monitor how aligned to them their Centre is.

Client-centred/person-centred approaches are based on the humanist belief that people have an innate motivation to grow and to develop their capacities as human beings (i.e. to self-actualise). In order to achieve this, Rogers (1961) argued that people need:

• A non-directive stance, where their thoughts, feelings and actions are not subject to advice, interpretation, criticism, confrontation or challenge
• Encouragement to try as hard as possible to clarify what they see to be happening to them and their lives
• A non-directive, non-judgemental, accepting, warm and caring stance forms part of the ‘facilitative conditions’
• Empathy, unconditional positive regard and congruence
• Empathy, caring, warmth. ‘It means entering the private perceptual world of the other and becoming thoroughly at home in it’ (Rogers and Stevens 1967).
• Unconditional positive regard, respect, non-possessive warmth, acceptance and non-judgemental even if the worker personally does not approve of or condone the person’s actions or lifestyle
• Congruence, genuineness, authenticity, acting in a human way as a real person and not someone hiding behind a mask or professional role
• Equality of regard in the relationship where there is an acknowledgement of the power differences and the work is to mitigate this difference. The greater power lies with the worker/volunteer and it is their responsibility and work to reduce this imbalance and
create an equal relationship. (This is one that may need more explanation, as volunteers, in particular, may themselves feel less powerful).

- A reduction in their sense of alienation and giving the individual a sense of being an authentic person
- The belief that the individual is the expert on their own life and any actions by volunteers and staff arise from acting from this belief
- The worker not to impose opinions, biases or their values on another and their life outlook
- To be listened to, be valued, be trusted and be able to trust.

6. Case Studies

We then moved on to consider some case studies and apply the person-centred approach to them based on the information presented so far. Firstly, individuals made a few notes on how they would respond and then in threes and fours shared their ideas to come up with a list of responses to each of the case studies.

Case Study 1

Avril is 64 and lives on her own. Her son lives about an hour away and visits infrequently. She comes regularly to the group, but doesn't get involved with many of the activities, or speak to anyone. You know she was a librarian before she retired.

What would you do to increase her involvement in the Centre?

Case Study 2

Michael is 72 and lives with his wife, Nora, who is 68. He has early stage dementia and comes to the Centre to give Nora some respite. He chats away to everyone but tells people the same stories over and over. People are now avoiding him and he is becoming isolated. He was a reporter at some point in his career.

How do you involve Michael?

Possible responses to the case studies are included in Appendix 1.

7. Activity and Preparation for the Next Training Session (Day Two)

To finish the day I set out the activity and preparation for the next session. The purpose of this was:

- To reflect on and consolidate the information provided in this session.
- To take the principles into their everyday work settings and so take one of the ideas and concepts and attempt to either change or try an activity or procedure for which they were responsible and to then report back to the group and the second session on
how it went. Participants were given four options from which to select and were asked to carry it out before the next session and report back on the process used and how it turned out.

The choices were:

A. Identify a form of procedure that you usually complete; turn it into a group activity and carry out this activity

B. Try out one of the new (to you) activities you have heard shared in the group and carry it out for the next session

C. Look at the tasks that you, staff, or volunteers do and identify those that Centre users could do instead. Ask Centre users if they would like to help with tasks.

Or

D. Identify someone who has withdrawn and have a one to one session with them to explore why.
3 Day Two of the Training Course

The second day took place three weeks after the first day to allow participants time to undertake the activity set at the end of the first day.

The Programme for Day Two was:

1. Presentations
2. Person-centred skills
3. Dealing with difficult situations/people
4. Review and reflect

The day started with the presentations; sharing experiences and ideas and activities and then moved on to look at group work and when the going gets tough.

1. The Presentations

These took up a fair bit of the half day, but it was a productive session where both the successes and difficulties in undertaking the tasks generated good discussion around what was and was not feasible within the Centres.

2. Person-centred Skills for Individuals and Groups

The following key points were covered to show how staff and volunteers can form the framework for seeing groups and individuals and how the attitudes and approaches which are person-centred impact in our way of doing things the 'usual' way.

One of the main skills needed both with individuals and groups is to understand the frame of reference of each person involved: both Centre users and workers. This is the starting point for any work. How does each see the world and their place in it? This gives pointers to the common and different outlooks and power between those involved in the Centre. Staff/volunteers then need to recognise that they may have a different perspective/position to Centre users. But at work it is the service user’s perspective that needs to be worked with. Below are some possible examples of the outlook of those who come to the Centres:

- Sees the world as a frightening place
- Believes the world owes them a favour
- Angry at the deal life has given them
- Sees life as an adventure and open to trying new things
- Has a relish for life and values all the experiences they have had so far
The other matters that have to be considered are to do with understanding some of the barriers service users face in coming into the Centre:

- That it is a familiar place to staff/volunteers and is set up to suit their routines and practices
- That it doesn't physically meet the needs of Centre users
- Emotional tone of the Centre - is it a place of brusqueness and getting the job done, or somewhere that is relaxed and welcoming?

To address some of these matters I outlined some of the ways to respond. **Listening Skills** are the key and there is a lot to this, more than can be covered in this brief introduction. They have at their core and include:

- Active listening to hear, accept and understand what is being said
- Paraphrasing
- Reflecting back
- Summarising
- Working with silence (there are at least nine different kinds of silence!)

**Questions** need to be the last skill used after all the others above and then they should be open. To start with questions, particularly closed ones, results in being directive, limiting and can feel like an interrogation. Questions, when used, should be open and without any agenda by the questioner: that is, do not frame questions to get the answer you want! E.g. "you'll be happy to join the dominoes group, won't you?" This is a closed question and has already indicated the expected answer! Compare this to, "what do you want to do today?"

Further, in working with individuals or a group **go in with an open mind and no pre-set agenda.** This ensures genuineness and congruence. If there is a specific purpose, be upfront with everyone that it will affect and be open to letting go of such a purpose if it is disagreed with or resisted. Have ideas and options, but do not impose them. Also, be able to cope with resistance, disagreement and difficulty and know ways of resolving them. And finally, work from a base of respect and equality and where decisions can be made jointly and cooperatively ensure this happens. Reflect on and review what decisions need to be taken by staff and volunteers and which can be taken involving the Centre users. If it is just easier for staff to do so, this is not person-centred.

3. **Dealing with Difficult Group Situations or People**

**Group Work**

I then moved on to briefly look at group work skills and how to deal, in particular, with sticky situations in groups. So, if a group activity is not working, stop trying to make it work. Look at why it is not working. Who is enjoying it? Who isn't? Change the group dynamics. For
those not enjoying it, try to involve them in something else and re-form with those who are enjoying it. If no-one is participating, stop and ask what they do want to do.

One good technique to avoid sticky situations is to involve service users in planning and running group activities. Remember, all of your Centre users have a life's worth of experience and knowledge - so use it! If Managers can creatively use the information they have gathered, then activities become more relevant. So, if someone was a DJ get them to organise the music for a session; if another was a cook involve them in planning menus and having a meal based on a particular decade.

One of the key skills is to ensure that what you do involves Centre users in talking to each other and not just to you, so, when running a group session splitting into pairs or small sub groups to discuss a specific point/question and then feeding into the larger group means more interaction. The idea is to get them to do the work, not you. So teams, pairs, round circle questions, all create a good group dynamic.

Dealing with Difficult Situations or People

Finally, in dealing with difficult situations or people, I offered a few tips.

The main thing to remember is that situations and people are per se not difficult, but a combination of factors can come together to make them so. Therefore, the first thing to work out is what these factors are. Some of them are:

- Group or room set up - Is the layout suited to what you are trying to achieve or do? If not, you need to either change the activity or the room set up.
- Interaction of people/inappropriate combination of people.

While time and staffing can create pressure to lump people together to do one thing, this can be a recipe for disaster, or at least can lead to a difficult group. You need to match people to activities and activities to the appropriate space and resources.

Try doing a 'content to process shift'; if things are kicking off don't try to carry on with what you are doing: stop, name what is happening and sort it out before carrying on with the content. If it can't be sorted stop doing it or ask Centre users how else it can be done differently.

Call 'time out' for individuals or the whole group for a short or long period. Taking a break, or having some of the group take a break, allows space and time for a breather and to reflect. If an activity is stopped, explaining why is important. This is about people being responsible for their actions and behaviours. Age is not an excuse, but it can often be used as such. People manipulate situations and each other. Learn how to recognise this. Ensure you don't do it and name it when others try to do it.

Admit it is not working and ask those involved what will work. This is about recognising that those taking part will have a view, possibly experience of group work and can offer a
solution. It encourages sharing of power and authority and acknowledges that they have an active role in what happens in their Centre. Passivity is not person-centred.

4. **Review and Reflect**

   This was the end of the second half day and we finished off with a reflection on how the day had gone. Participants then completed evaluation sheets. After the event, some participants asked for some background reading. This is to be found in Appendix 2 and References and while the articles are not specifically for their setting, they provide good general Information and can be applied to their setting.
Appendix 1

1. Example of Ground Rules

   Everyone will be given a chance to speak and contribute without interruption.

   All matters of a personal nature discussed in the sessions will be kept confidential.

   Mobile phones/pagers will be switched off during sessions.

   Timings of activities and breaks will be kept to.

   Participants will be responsible for deciding what they wish to share and how personal the information is.

   If someone does not wish to contribute that is their right.

   Comfort breaks will be built into the training.

   The views and opinions of everyone will be respected unless they go against equality guidelines.
2. **Quiz - How Person-centred are You?**

Think of one of the people who comes to your Centre and answer the following questions in relation to them. You can either do this on your own, or with the person. You could add in other questions which provide information you need.

- What is their favourite piece/style of music?
- How old are they?
- Where were they born?
- What is their favourite type of book/favourite author?
- What qualifications do they have?
- What was their favourite job?
- Can they drive? If so what was their first car?
- Who is their best friend?
- What school did they go to?
- What is their favourite drink/food?
- What programmes do they watch/listen to?
- What paper/magazine do they read?
- What are/were their hobbies or interests?
- What has been their greatest achievement?
- Where have they lived?
- Who is in their family?
3. Possible responses to case studies

Case study 1

The most obvious thing to do is to use Avril's life experiences as a starting point. She could lead small group discussions on a book they all had read. Avril could suggest books to read. If there is a book or magazine library in the Centre, she could manage that. She could start a lending library, asking people to bring in books or magazines they have finished with to swap with others. If there is equipment or paperwork needing to be catalogued, ask her to do it. Run a session on Centre users’ past employment and ask her to start off with her memories of being a librarian. If she has good interpersonal skills, ask her to buddy someone else who is a bit quiet and withdrawn. Work individually with her to explore why she is withdrawn.

Case Study 2

Again, think of skills and interests that Michael might have and how you can utilise them. So, what about a biography project, where Michael can interview people and then write these up either in a newsletter or to be used as a basis of a quiz or a themed project around jobs, first cars, home life? The ideas are limitless. Alternatively, work with Michael to identify his biography and other areas he could talk about and gently use reflecting back and observation to work with him to realise how he is repeating his stories. Does he need a ready reminder of things to talk about?

In both of these case studies two approaches are demonstrated. Firstly, giving the individual a task, activity to organise and ensuring it is of benefit to them, other users and the Centre. Secondly, hold one to one sessions to get to the bottom of why their behaviour is, as it is. This approach needs good counselling skills to be effective. The core conditions of counselling are person-centred too!
Appendix 2: Background Reading

1. **Power Dynamics**

As a Manager you need to bring in the concept of power and authority. The information below holds some key points to feed in where appropriate.

It is crucial to have a sound understanding of power and authority and how it is understood in our society. Just by being a Royal Voluntary Service staff member or volunteer you will be seen as having more authority and power than service users. This is confirmed in many subtle ways; e.g. in having forms that you fill in about them; who can access what areas of the Centre; who organises activities, and so on. One core principle of being person-centred is to actively work to reduce the power and authority gap. To do this you need to understand the power dynamics in your Centre and amongst everyone who uses it, in all the subtle, small ways and the larger officious ways it is enacted, and then consider how you can counteract these. You also need to discuss this with staff and volunteers, so that they know how to reduce the power/authority imbalance.

2. **Older People, Learning and Dementia**

Below is a brief extract on research into early stage dementia:

*Until recently people with dementia were diagnosed when their symptoms were well developed and it was assumed that nothing could be done for them. A number of smaller studies have demonstrated that it is helpful to people in early stages of dementia to receive training in how to manage their disease, to be provided with strategies to overcome their difficulties and to be assisted in developing their own systems that can support them in managing their symptoms. That is to be an active participant in managing their health.*

*The National Care Forum (see References)*

3. **Person-centred Care**

The reference below is intended for NHS staff, but some of the content can be transferred to work in Social Centres with a little bit of thought and adaptation. The principles of practice and approach apply anywhere.

*Person-centred care is providing care that is responsive to individual personal preferences, needs and values and assuring that patient values guide all clinical decisions. A number of programmes and pilots in operation at present are aimed at putting people at the centre of care and supporting the development of relationships between NHS Scotland staff, patients and carers which result in shared decision-making, better experiences and outcomes for patients and carers, and greater job satisfaction for staff.*

*Evidence into practice (see References)*
References

Older people learning and dementia: Key principles of person-centred care dementia care: The National Care Forum: [online]


Other Useful Resources


Dementia Engagement and Empowerment Project (DEEP)
http://www.innovationsindementia.org.uk/projects_consultation.htm#DEEP