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# Big Plans

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A guide for meaningfully engaging people with learning disabilities in the development of their plans

JULY 2018

This toolkit was developed by [Humanly](#) to support sites in the Named Social Worker programme, funded by the [Department of Health and Social Care](#) and run in Partnership by [Innovation Unit](#) and the [Social Care Institute for Excellence](#).

See the [Lessons from the Named Social Worker Programme](#), [Site Profiles and Resources](#), [Service User Story](#) and [Evaluation Reports](#) for more useful tools and information.

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# INTRODUCTION

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# Introduction

## What this toolkit is for

The aim of this toolkit is to support social workers in working with people with learning disabilities and/or autism to plan for important moments in their lives, for example transition into adulthood or moving out of hospital back into the community.

This toolkit includes suggested activities for meaningfully engaging individuals with learning disabilities in the development of a plan that meets their needs. These activities are designed as hands-on, creative methods to get to know individuals' experiences, preferences and aspirations.

## Who to use this toolkit with

The process and methods outlined in this toolkit have been designed to be suitable for a wide range of people with learning disabilities and/or autism, including people with complex needs and non-verbal communication. It can be used with young people or adults. In order to best fit the needs of individuals, it is suggested that specific activities are adapted to their communication needs and preferences.

## How this toolkit has been developed

The process outlined in this toolkit was co-created by [Humanly](#) and Shropshire Council. The activities have been developed based on research and co-creation techniques tried and tested with people with learning disabilities by Humanly, as well as existing research and reports. A list of additional resources is included in Appendix 1, which include further guidance and suggestions for activities.

**“Everyone supporting a person with profound and multiple learning disabilities (PMLD) must acknowledge the importance of communication as a basic human right. They must also know how to support them to understand and express their thoughts, preferences and choices as far as they are able. This includes respecting that a person who might be unable to communicate intentionally has the right to be listened to and communicated with in ways appropriate to them.”**

‘Raising Our Sights’  
Mencap and PMLD Network

## How to use this toolkit

This toolkit includes a suggested step-by-step process, as well as specific activities for engaging individuals directly in this process rather than relying on those around them.

However, it is important to note that these are only suggestions, and both the process and activities should be adapted to the needs and preferences of individuals, including the use of communication aids and techniques that individuals already know and use. There is space for making notes on adaptations at the end of every suggested activity.

To meaningfully involve someone with a learning disability in planning, there needs to be a series of activities over a period of time. This will depend on each individual's needs, but will often follow the path outlined on the next page, which is the approach detailed in this toolkit.

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Creating a Personal Portrait that captures an individual's needs and preferences

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Testing options with an individual and capturing reactions

This process has parallels with the [Supported Decision-Making Model](#) developed by the Joseph Rowntree Foundation (2001), which starts from the following assumptions:

- *All human beings communicate.*
- *All human beings express choices and preferences about their lives.*
- *These choices and preferences are the building blocks of decisions.*
- *When people's choices and preferences directly lead to action, this means someone is controlling their own life, even if they need substantial help to make their choices happen.*

This paper also concludes that:

Several factors seemed essential in supporting people with learning difficulties and high support needs to make choices and take control:

- Seeing decision-making as a process involving everyone, not a 'test' that the individual has to pass.
- Involving individuals in choice and decision-making at all times.
- Involving the individual's supporters (whether friends, peers, family, advocates or staff) in supporting decision-making.
- Routinely using imaginative, effective ways of communicating.
- Simple, appropriate language, accessible information and suitable decision-making environments.
- Collaborative teamwork and collective responsibility for recording evidence of choices.
- Recording the decision-making process in detail, using imaginative methods (photographs, pictures, multimedia).
- Active efforts to maximise the range of options available to people.
- Reviewing decisions, outcomes and the individual's satisfaction with these.



# 01

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GETTING TO KNOW AN  
INDIVIDUAL THROUGH  
DIRECT OBSERVATION

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# Getting to know an individual through direct observation

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This phase involves multiple observations of an individual and their behaviour in different environments and situations. For example this might include different settings such as home, education settings or services they access; different times of day; and different activities. Some tools to support observation and capture the results are included in the next couple of pages.

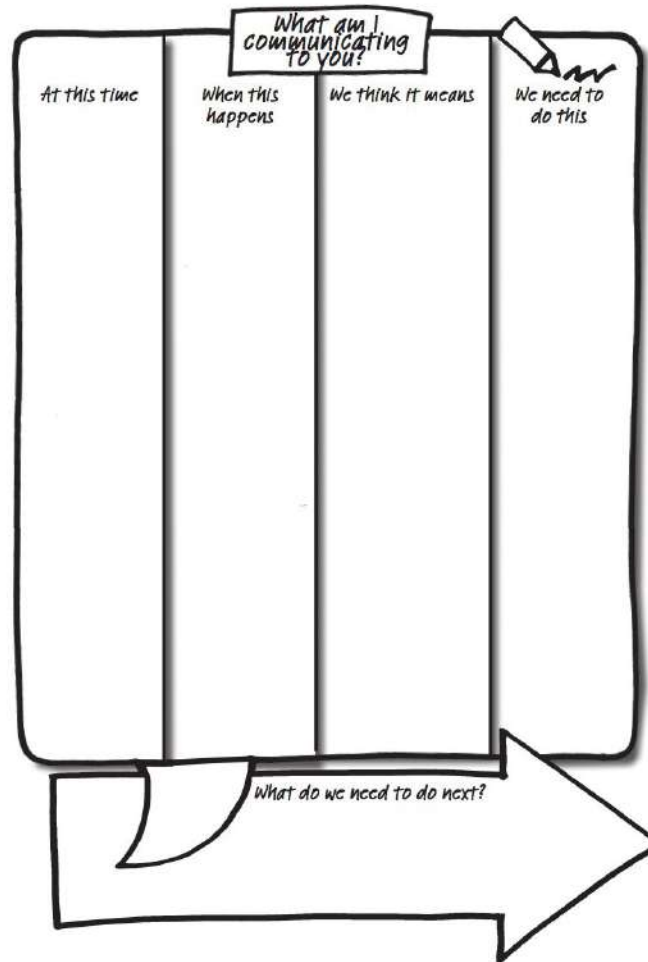


# Communication Chart

The [Communication Chart](#) by Helen Sanderson Associates can help to understand what someone is trying to communicate when they don't communicate with words.

There is a video showing an example of this being used with an individual [here](#).

A printable template of the tool can be downloaded [here](#).



### Decision making profile

<i>How I like to get information</i>	<i>How to present choices to me</i>	<i>Ways you can help me understand</i>	<i>When is the best time for me to make decisions?</i>	<i>When is a bad time for me to make a decision?</i>





## Decision Making profile

The [Decision Making Profile](#) by Helen Sanderson Associates can help to build a picture of how someone best makes decisions.

A printable template of this tool can be downloaded [here](#).

## Showing How I Feel

This tool can be used to create a summary of how an individual shows how they are feeling, based on directly observed behaviours; guidance from people who know them well; and/or input from the individual themselves.

Emotion	How do you show if you feel this way?
 Very happy	
 Happy	
 OK	
 Not happy	
 Very unhappy	

Emotion

How do you show if you feel this way?



Very happy



Happy



OK



Not happy



Very unhappy

# Capturing How I Feel

This tool can be used to capture how an individual responds to different activities, experiences and environments. It builds on the 'Showing How I Feel' tool included on the previous page.

The activity, experience or environment being explored can be filled in along the top row, and the individual's responses before, during and after can be recorded underneath.

This tool is particularly helpful when working with people with pre-intentional communication or communication difficulties.

Emotion	How do you show if you feel this way?									
		Before	During	After	Before	During	After	Before	During	After
 Very happy										
 Happy										
 OK										
 Not happy										
 Very unhappy										





02

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LEARNING MORE  
ABOUT AN INDIVIDUAL  
FROM EXPERTS

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# Learning more about an individual from experts

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This phase involves multiple conversations with people who know the individual well, such as family members, staff members (e.g. at school, college, services) and professionals who support them (e.g. occupational therapists).

The purpose of these conversations is to learn more about the individual, for example their communication needs and preferences; how they show how they feel; how they spend their time; and their expressed likes and dislikes. It is also valuable to gather information on what communication aids and techniques they have used or tried to use to get the individual's views or help them to make choices.

Although listed as the second step, this phase can be carried out in parallel with direct observation activities.

03

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USING CREATIVE  
ACTIVITIES TO KNOW  
INDIVIDUALS BETTER

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# Using creative activities to get to know an individual better

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This phase involves exploring, selecting, adapting and trying out creative activities with an individual to learn more about what their life is like now and their aspirations for the future.

This section includes a number of suggested activities, including guidance on who they are suitable for and how to run the activity. As well as exploring the methods in this toolkit, you can gain inspiration from the resources listed in Appendix 1.

You may also wish to use techniques that you or others have successfully used with the individual; develop adapted activities; or design brand new activities tailored to the individual's communication needs and preferences.



## Principles for Meaningful Engagement

When choosing or designing activities, it is worth considering the following principles for meaningful engagement.

### Focus on the here and now

1

Avoid asking about things out of context, for example asking someone to tell you about their experience of a short break they went on a year ago, or to tell you about their experience of going to a day service while you're talking to them at home.

In addition, avoid hypothetical or overly abstract questions, for example "If you were in this situation what would you do?". Instead, ask about things in situ and keep things grounded in people's real life experiences.

### Use storytelling over direct questions

2

Direct questions can be difficult for people with learning disabilities, and can make them feel under pressure to give an answer (often the answer they believe the person asking the question wants to hear). There is also a tendency among people with learning disabilities to perceive a series of questions asked by professionals or in a formal setting as a test (Redley and Weinberg, 2007).

As such, it is best to avoid asking lots of direct questions, particularly closed questions.

Instead, give people opportunities to express things about their life experiences in the way that suits them best. Where you can't avoid asking a question, make sure it is open and exploratory, giving people lots of freedom to respond in the way they want.

### Create the foundations for aspirational activities

3

We are all limited in our aspirations by what we are aware of, whether through first hand experience or second hand exposure, which has a knock-on effect on people's ability to express their desires when asked.

Where people have limited experiences and exposure to possibilities, it could be dangerous to over-rely on aspirational activities, for example asking people to 'design their dream service'. Rather than giving individuals a 'blank canvas', seek to give people inspiration or 'building blocks' without leading them down a certain path.

### Maintain routines

4

Consider what the individual would usually be doing when you plan to do an activity. For example, if they would usually be doing an art activity, where possible try to use an art based activity to explore their views.

### Design activities that are fun and creative

5

Individuals are more likely to engage in an activity and find it rewarding if it is fun. Many of the suggested activities in this toolkit involve making things, for example through drawing or cutting and sticking. If there is something that an individual particularly enjoys, for example taking photos, try to incorporate it into the activity.

## Capturing Results

Taking photos and videos of an individual doing engagement activities, with their consent, is helpful for capturing and sharing the results with others involved in planning around their needs. The physical outputs from activities can also be kept and used for this purpose, or photographed so that the individual can keep the output themselves. Collating these materials to feed into planning is covered in more detail in the next section.

# A week in the life



## What you will need:

- Large paper (flip chart paper, sketch pad paper, anything A3 or larger)
- Pictures from magazines, photos of the participant doing different activities, or images from a photo or symbol set that the participant is familiar with
- Coloured pens
- Glue sticks
- Stickers that can be used to show if something is good or bad, for example smiley and sad faces or hearts

## Who it works well for:

- This activity can work well with anyone who can indicate a choice between two images.

## Step 1

Explain that we are going to create a poster of a typical week in our life. Provide a selection of magazines and/or activity cards which show a different activities (e.g. studying, working, watching TV, going online, meeting friends, different hobbies such as art, sports, shopping). Some examples are included in Appendix 2.

## Step 2

Ask the participant to pick out all of the activities that they do in a typical week. There should be blank cards available for activities that are missing (involving someone who knows the individual well can help to probe on these). Support participants to draw extra activities or choose a representative image from a magazine.

## Step 3

After individuals have chosen their typical activities, ask them to stick their cards onto a timeline to show what they do on different days / at different times of day.

### Extension activity questions:

- What services and support are you currently using? How are you using these and what is your experience of them?
- Where do you do different activities? (e.g. at home, at a day service, out in the community?)
- Who do you do these activities with? (e.g. family, friends, peer supporters, paid support workers)
- Do you get a choice in the activities that you do? (e.g. if chose watching TV, do you do it because you want or do you have to? Do you get to choose what you watch?)

## Step 4

Explore what participants like doing. Use stickers to identify the individual's favourite activities on their posters.

### Extension activity questions:

- What is your favourite part of the week and why?
- What support do you need to do the things you enjoy the most?
- What stops you doing the things you enjoy the most?

At the end, photograph the individual with their poster (with consent).

A week in the life | Notes & adaptations



# Card Sorting



## What you will need:

- A selection of cards with symbols or photos of things that may be important, like activities, trying new things, routine, food, staff, etc (there are examples in Appendix 2)

## Who it works well for:

- This activity can work well with anyone who can indicate a choice between two images.

## Step 1

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Make cards related to the topic you are planning to explore and the communication preferences of the participant. Check what photos or symbols they are used to working with and use these to create relevant cards. If photos or symbols are already created for individuals by the services they access, they may be able to ensure that the participant has the cards needed for your activity.

## Step 2

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Work with individuals to do one of the following card sorting activities based on their needs, probing as to the reasons behind their choice:

### Card ranking (full)

In this activity, participants are given all of the cards and asked to rank them in order of importance (i.e. on a scale from most to least important).

### Card ranking (simplified)

In this activity, participants are given all of the cards and asked to simply pick the most important thing and the least important thing from the pile, or to pick the 'top 3' most important things.

### Card sorting

In this activity, participants are given all of the cards and asked to sort them into two or more piles. For example, sort the cards into "important" and "not important"; or "very important", "somewhat important" and "not important" piles.

### Trade-off

In this activity, participants are shown two cards and asked which of the two cards is most important to them. This can be an easier way of prioritising cards than showing participants all of the cards at once.

Card Sorting | Notes & adaptations

# Camera kit



## What you will need:

- A set of instructions explaining what you are asking participants to do
- Either a digital means of taking photos such as a phone or tablet, or two disposable cameras
- Coloured card and non-toxic glue if using disposable cameras

## Who it works well for:

- This activity can work well with anyone
- People with more complex needs may need support to take the photos, or for people around them to take photos of them rather than taking photos themselves

## Step 1

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If you are using disposable cameras, disposable wedding cameras are easily available online and well suited to this activity. Remove their cardboard covers and use these to make nets for new covers. Cut out nets for the new covers in red and green card, attach these to the cameras and add images or words explaining what each one is for.

Create instructions explaining what you are asking people to do. For example:

- For two weeks take these camera with you to all the places you go.
- If you enjoy something, or see something that makes you happy, take a photo of it using your green camera.
- If you don't like something, or see something that makes you sad or angry, use the red camera to take a photo of it.
- After two weeks (insert date) send the cameras back to me in the envelope I gave you.

## Step 2

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Give the camera kit to the individual and explain the instructions to them and people who will be supporting them with the activity.

## Step 3

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Try to find one thing where you are that the individual likes - it could be a support worker, a drink, or anything else. Support them to take a photo of this using their green camera. Then try to find one thing that the individual doesn't like - again it could be anything, for example a musical instrument that makes a noise they don't like, or a location they find hard to access. Explain that you want them to continue taking photos like this everywhere they go for the length of time you want them to do this for.

## Step 4

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When you collect or receive the camera kit back, get the film developed and analyse the photos. If possible do this with the individual so that you can ask questions and check your understanding of photos.

Camera kit | Notes & adaptations

# Physical props

e.g. emoji cushions



## What you will need:

- Emoji cushions, or an alternative set of props which you feel will be most appropriate for individuals to use to represent good and bad.

## Who it works well for:

- This activity can work well for a wide range of people, however it often works best as a discussion aid, therefore with people who can discuss their preferences either verbally or through other means.

## Step 1

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Explain the topic you wish to explore with the individual. This activity can be used for feeding back on a particular experience, or for wider conversations about what is good and not so good in their life.

## Step 2

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Ask the individual to choose a cushion to hold first, and then discuss what they like/don't like depending on the choice of cushion. Then swap cushions and repeat with the opposite emotion.

The emoji poo can help negative things easier to talk about, and can encourage participants to talk about negative things if they are reluctant. If someone wants to hold the poo they need to think of something negative to say. However it could be done with other objects that you feel an individual may respond better to.

### *Alternative method:*

*Some participants may like to try holding the cushions in front of their faces whilst they talk, as for some people it is easier to speak about things if they aren't showing their face.*

## Step 3

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Record the results using photographs or video if possible. For example, if someone identifies an object or place they don't like, you can photograph or film them holding the cushion next to it or pointing at it. If this is not possible you can include a picture in the photo or video.

Physical props | Notes & adaptations

# Mini Me



## What you will need:

- Paper
- Blank people figures (available at Poundland or Tiger)
- Coloured pens
- Glue sticks
- Stickers
- Coloured card/paper or fabric tape to use for making clothes
- Magazines

## Who it works well for:

- This activity can work well with anyone who can indicate a choice between two images.

## Step 1

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Support the individual to make a mini version of themselves by personalising a blank person figure.

## Step 2

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Support the individual to stick their 'mini me' onto a piece of paper and to decorate around it to show what they enjoy doing and the things that are important to them. This could include people, activities and places, and be done using drawings or a collage using magazines.

*Possible questions:*

- *What do you do in the week?*
- *Where do you go?*
- *Who do you see?*
- *What support do you get?*
- *What do you do for fun?*
- *Is there anything that you do that you don't like?*

As you explore these topics with the individual, you may choose to write down some of the detail and/or quotes in the first person on their poster with consent in order to capture the conversation.

Mini Me | Notes & adaptations



# Mini Me (future)



## What you will need:

- Paper
- Blank people figures (available at Poundland or Tiger)
- Coloured pens
- Glue sticks
- Stickers
- Coloured card/paper or fabric tape to use for making clothes
- Magazines

## Who it works well for:

- This activity can work well with anyone who can indicate a choice between two images.

## Step 1

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Support the individual to make a mini version of themselves in the future by personalising a blank person figure. Emphasise that this is not them now, but them in 5, 10, or 20 years. This works particularly well if the individual has already created a 'present' mini me. You could explore if they will dress the same, have the same hairstyle, etc when they are older.

## Step 2

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Support the individual to stick their 'mini me' onto a piece of paper and to decorate around it to show their ambitions. This can be done using drawings or a collage using magazines. This can vary depending on the aim of the task, for example where participants would like to live, what jobs they would like to do, who they would like to live with, etc. It can be a combination of all of these things, and more.

### *Possible questions:*

- *Where would you like to live and with who?*
- *What would you do? (For work? For fun?)*
- *What support would you have?*
- *What kinds of things enable you to live a good life (what relationships / activities / occupations / services / support)?*

*An extension or alternative activity is to create a fictional character. Projection onto fictional characters can work well, especially for approaching difficult or sensitive topics. This version is outlined below:*

## Step 1

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Support the individual to use a blank person figure to create a character. The only restriction is that the character needs to be from their local area.

## Step 2

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Create a dream life for this character by sticking it onto paper and decorating around it to show what life this character would have - where would they live, what would they do in their free time, what work or study would they do, and so on.

Mini Me (Future) | Notes & adaptations

# Imagine If



## What you will need:

- A photograph of the individual's face
- Images of people in a range of roles

## Step 1

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Select a series of pictures which show people in different roles - for example different jobs or life events. Cover the faces in these images, for example by inserting a shape over the face in PowerPoint and then printing this off, or by first printing the image and then sticking an oval piece of paper over the face.

## Step 2

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Resize a photograph of the individual's face to approximately the same size as the blanked out faces in the scenarios. Print this out and cut out their face.

## Step 3

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With the individual, place the cut out photo of their face onto different scenarios and explore what the participant feels about seeing themselves in these scenarios.

*Possible questions:*

- *Are these jobs you would like to do?*
- *Is this somewhere you'd like to live?*
- *Is having children something you might like in the future?*

## Step 4

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Support the individual to annotate the document. This could be with notes or with stickers to show what the participant likes and doesn't like.

Imagine If | Notes & adaptations

# 04

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CREATING A PERSONAL  
PORTRAIT THAT CAPTURES  
AN INDIVIDUAL'S NEEDS  
AND PREFERENCES

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# Creating a Personal Portrait that captures an individual's needs and preferences

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Following on from observation and creative engagement with an individual, the next step is to pull together the rich information gathered on their needs, what they like and dislike, what is important to them, their aspirations, and so on.

The format of this product will vary, but where possible it should be created with the individual and should be accessible to them. Rather than a written document, it should be something tangible that uses multimedia, for example photos, videos, and physical outputs of activities (such as a 'Mini Me' or 'Day in the Life' poster).

There are a range of ways in which this can be done. Some examples are shown on the following pages.



## Wiki

The [Wiki tool by RIX Research and Media](#) is an easy-to-build personal website that uses pictures, words, video and sound to capture the voice, skills, aspirations and needs of an individual. The RIX Wiki helps to focus on the individual and their strengths rather than their limits. The emphasis is on their personal goals and outcomes and it means that their choices and aspirations can be heard.



## Poster

This could contain photographs and items that have been made during the engagement process, for example 'Mini Mes'. For individuals with complex needs it could be made more sensory by using textured items.



## Scrapbook

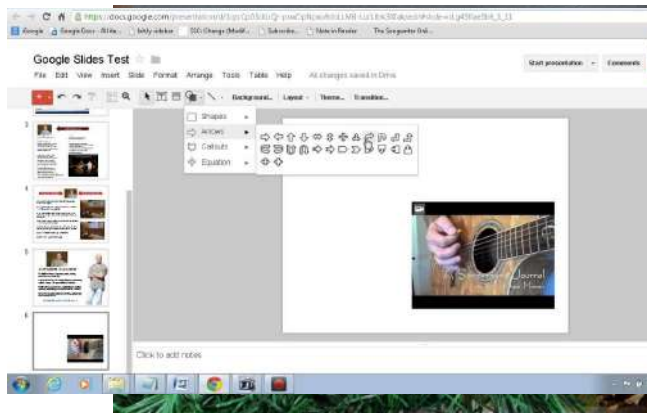
Similar to a poster but allowing for more content, a physical scrapbook can contain photos with annotations; sections e.g. 'Life Now', 'Life in the Future'; and items the individual has made e.g. a Mini Me.



## Video

Videos can be made using phones or tablets so don't need to be costly.

The video ['If You Listen You Will Hear Us'](#) explores a range of ways to ensure people's voices are heard, while also demonstrating how video can be used to record participants expressing their views.



## Slides

Photos and videos can also be put together in a slideshow. PowerPoint and Google Slides both support video embedding.



05

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USING THE PERSONAL  
PORTRAIT IN PLANNING

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# Using the Personal Portrait in planning

Once a Personal Portrait has been created, this can be used to physically bring the individual's expressed wishes into the room when planning for their future. This could happen in a range of situations, including with other professionals and family members, for example at a review meeting. By having something tangible as a point of reference, it can help to ensure that the options explored for an individual's future truly reflect their needs and desires.

06

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TESTING OPTIONS WITH  
AN INDIVIDUAL AND  
CAPTURING REACTIONS

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# Testing options with an individual & capturing reactions

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Where options for an individual's future are identified that match their needs and desires, the individual should always be given the opportunity to 'try before they buy'. For example this may include trying out accommodation, services, activities or opportunities that have been identified as potentially appropriate.

The methods and tools included in this toolkit to support observation and engagement can also be used to explore and capture an individual's reactions and views on the options they have tried out, and incorporated into their Personal Portrait. For example if a scrapbook or slideshow has been created, photos and videos can be added to show how an individual reacted to trying out something new, or their observed behaviour and associated emotions can be noted and added.

07

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REVIEWING AN INDIVIDUAL'S  
EXPERIENCE ON AN ONGOING BASIS

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# Reviewing an individual's experience on an ongoing basis

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The planning process doesn't end when a suitable option or options are found and an individual's plan is put into action. It is important to continue to review an individual's experience of support on an ongoing basis using same combination of direct observation; creative engagement and conversations with experts. Likewise it is important to review an individual's needs and aspirations as these evolve over time.

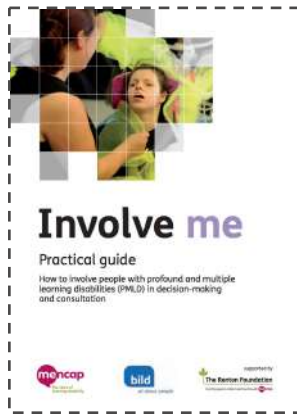
By continuing to capture information about an individual's life using photos, videos and creative outputs, and collating these in a way that can fuel decision-making conversations with the people around them, support can be delivered, reviewed and adapted in a person-centred way.

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**APPENDIX 01:  
ADDITIONAL RESOURCES**

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The following resources are recommended for further reading and inspiration.



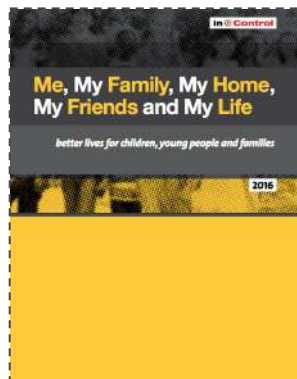
The ['Involve Me'](#) report and guides

Developed by [Mencap and BILD](#)



[20 minute course with an overview of AAC and how to work with people using AAC](#)

Developed by [Communication Matters](#)



[Person-centred practices](#)

Developed by [Helen Sanderson associates](#)



['Me, My Family, My Home, My Friends and My Life'](#)

Report by [In Control](#)



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**APPENDIX 02:  
COMMUNICATION  
CARDS EXAMPLES**

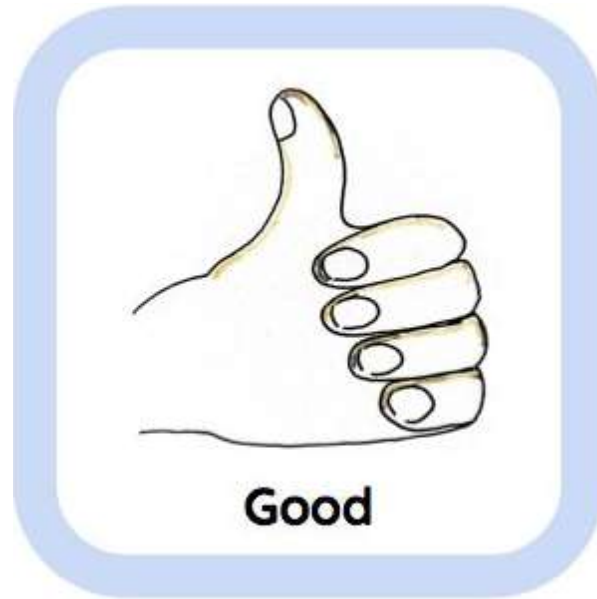
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## Hand drawn cards

### How to make them

Draw a symbol, photograph it, then create and print cards using Powerpoint or Google slides.

- No expense
- Can be very personalised
- Not suitable if participant is familiar with a particular symbol set



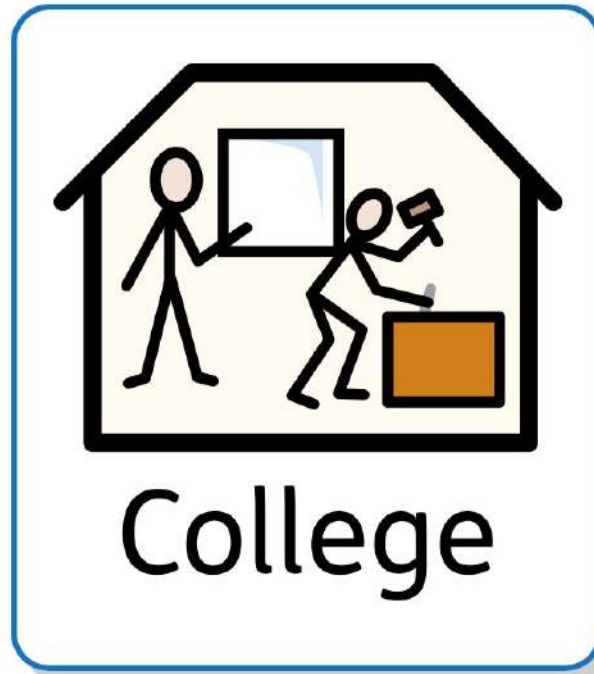
## Widgit cards

### How to make them

Very easy to make using Widgit Online, where there are template grids that can quickly be filled with with your choice of symbols:

[www.widgitonline.com](http://www.widgitonline.com)

- Clear
- Easy to make
- Commonly used symbol set



Widgit Software © 2015



**Friends**



**My cat**



**Art**



**The park**

## Photo cards

### How to make them

The most accessible version of these is to use photos of the actual item or place that the participant is used to. For example if you want to represent 'school', try to get a photo of the school that they attend. However they can also be made with more generic images for participants who are able to use generic photos.

- Low cost
- Can be very personal
- Taking photos can take time, however you can ask for these to be provided by home/services/carers to help

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# Appendix: Evaluation Tools

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# Named Social Worker | Evaluation tools to use with people with learning disabilities

## Introduction

These tools have been compiled to support people with learning disabilities who are participating in the Named Social Worker pilot to feed back on their experience. This is to support the evaluation of the Named Social Worker pilot.

The following questions will require direct input from the cohort where possible:

- Has the Named Social Worker pilot facilitated consistent and trusting relationships between the Named Social Worker, cohort and their families?
- Has the Named Social Worker pilot given the cohort the opportunity to tell their stories?
- In what ways has the Named Social Worker pilot supported the cohort and their families to live the lives they want?

## Matching tools to individual needs and preferences

There are 3 tools in this toolkit, which can support evaluation activities with people with a range of communication needs and preferences.

**Tool 1:** This tool is based on observation. This tool can be used with anyone, including people with no formal communication. It can help with exploring how a individual feels about their Named Social Worker; evaluating the quality of their relationship with their Named Social Worker; and capturing how the individual responds to different people, experiences or environments to address the broader evaluation questions about living the life they want.

**Tool 2:** This tool is designed to guide a conversation supported with pictures. This tool can be used with people with verbal or non-verbal communication who are able to provide feedback verbally or via their preferred communication method. It can help with exploring all of the above evaluation questions. For example, an image of the individual's Named Social Worker can be used to explore how a individual feels about their Named Social Worker and the relationship they have with their Named Social Worker. Images of activities or places that the participant has experienced and discussing what they do and don't like about them could be used to identify whether they are living the life they want. The results can be used as evidence by recording the conversation (in notes, photographs or videos for example) and demonstrating how the participant's views are reflected in what activities they now do.

**Tool 3:** This tool is a creative making activity. This tool can be used with people who enjoy creative activities. It can help with exploring how a individual feels about their Named Social Worker and evaluating the quality of their relationship with their Named Social Worker.

Please note that for people who have non-verbal communication other methods may be required, for example using existing communication aids that they use or bespoke solutions.

## Do

- Try to get feedback at the time of an experience or as soon as possible after you spend time with them.
- Consider who is best placed to get honest feedback from the participant.
- Make activities fun and informal.
- Make sure participants know that they don't have to join in if they don't want to.
- Be creative, if none of the suggestions in this toolkit seem right don't use them, try something you think will work better :)

## Try not to

- Use questionnaires, even if you are asking the questions rather than asking the participant to complete it themselves.
- Make it feel formal (for example in a formal environment like an office).
- Ask lots of direct questions, particularly closed questions (this can feel like a test).
- Ask about things out of context (if this is unavoidable use visual support).

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Tool 1:  
Designed to support observation

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## Tool 1: Overview

### Sharing how having a Named Social Worker makes you feel.



These tools are to help us to understand whether having a Named Social Worker has been a good thing.



You, or someone who knows you really well, can use them to record how you feel before, during and after each meeting with your Named Social Worker.



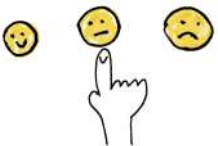
Use sheet 1 to explain how you show how you are feeling.



Someone who knows you really well, like a parent or carer, can use sheets 2 and 3 to say how they think you were feeling before, during and after a visit from your Named Social Worker or a particular activity, and why they think that.



If you want you can use sheets 4 and 5 to say how you felt. You could make a mark in the boxes or use stickers.













If you can tell someone how you feel by using pictures, maybe by pointing to them with your hand or eyes, you can use the pictures on page 7, or use the pictures that you usually use to tell people how you feel.

# Showing how I feel






Use this table to explain how you, or the person you support, shows how they feel.

Emotion	How do you show if you feel this way?
Very Happy 	
Happy 	
OK 	
Not Happy 	
Very Unhappy 	






Emotion	How do you show if you feel this way?	Visit 1			Visit 2			Visit 3		
		Before	During	After	Before	During	After	Before	During	After
Very Happy										
										
Happy										
										
OK										
										
Not Happy										
										
Very Unhappy										
										

Emotion	How do you show if you feel this way?	Visit 4			Visit 5			Visit 6		
		Before	During	After	Before	During	After	Before	During	After
Very Happy 										
Happy 										
OK 										
Not Happy 										
Very Unhappy 										

Put a mark in the box to show how you feel about each visit from your Named Social Worker.  
 You can use cards and ask someone else to fill in the table if you like.

Emotion	Visit 1			Visit 2			Visit 3		
	Before	During	After	Before	During	After	Before	During	After
Very Happy 									
Happy 									
OK 									
Not Happy 									
Very Unhappy 									

Put a mark in the box to show how you feel about each visit from your Named Social Worker.  
 You can use cards and ask someone else to fill in the table if you like.

Emotion	Visit 4			Visit 5			Visit 6		
	Before	During	After	Before	During	After	Before	During	After
Very Happy 									
Happy 									
OK 									
Not Happy 									
Very Unhappy 									



You can cut out these faces and use them to show how you feel.  
Or you can use the pictures, words or symbols that you usually use to show how you feel.



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Tool 2:  
Designed to support a conversation

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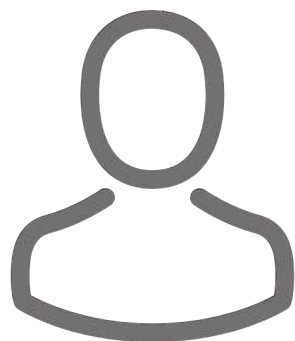
# Supporting Conversations with Pictures

There are many existing tools to support conversations with pictures. For example Talking Mats (<https://www.talkingmats.com>) is a system designed by speech and language therapists to improve the lives of people with communication difficulties by increasing their capacity to communicate effectively about things that matter to them.

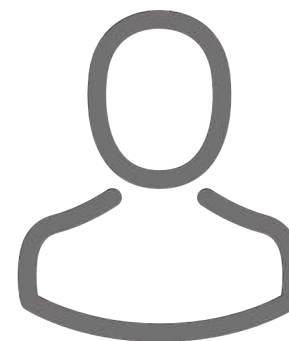
It is also possible to create your own pictures to facilitate conversations, these can be particularly helpful when talking about specifics such as people and places. Photographs of the people and places you are talking about can be used in a range of ways including:

- A visual prompt to support a verbal conversation, for example by pointing to specific things in a picture and discussing in more detail, or to help identify what it is about a place that a participant likes or dislikes.
- Sorting the pictures, either into good and bad, or best to worst, to explore preferences.

Below and overleaf you will find some suggestions of pictures that may be useful to include for conversations that explore the Named Social Worker evaluation questions. We suggest you cut these out and stick photos on them, or cut out your own photos, to allow the pictures to be moved around during the conversation.



Insert photo of named  
social worker



Insert photo of person  
you want to discuss



Insert photo of place  
you want to discuss



Insert photo of place  
you want to discuss



Insert photo of activity  
you want to discuss



Insert photo of activity  
you want to discuss



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Tool 3:

Designed to support a creative activity

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# Mini mes

This is a creative activity which can be used to explore the relationship between the participant and their worker.

You will need:

- Blank silhouettes of people (available at Poundland or Tiger)
- A3 paper
- Glue
- A range of craft materials such as pens, coloured paper and emotion stickers.

In this activity the participant can create a mini 'me' and a mini version of their worker. These can be decorated and written on as the participant chooses and can be used to facilitate a conversation or illustrate feelings about the relationship. The image below shows an example of where this has been used to explain what it is that a carer does that the participant values. The illustration has been annotated as requested by the participant.

At the end photograph the outcome so that the participant is able to keep their work.



# Big Plans | A guide for meaningfully engaging people with learning disabilities in the development of their plans

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