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Division of
Clinical Psychology



Advocacy for children and young people with disabilities and emotional needs – reflections on keeping going during the Covid 19 pandemic *(Maxine Cole, Triangle: Reflections and advice from a young person's advocate about supporting young people during the Covid 19 pandemic)*

Stream 3 of the wider project: Gathering feedback and measuring outcomes and change with Children and Young People with Learning Disabilities (LD)
Good practice example from 'Hearing the Voice' of children and young people with moderate, severe or multiple and profound learning disabilities

We were interested in hearing about helpful ways to listen to the 'voice' of children and young people with moderate, severe or profound and multiple learning disabilities. When we say 'voice' we mean communication, in whichever form works best for the child or young person.

We asked people to write a summary of what they are doing and send it to us. Below we list summaries of what people did, what was helpful and what were the barriers. The summaries contain lots of ideas that can be applied to working with children and young people of different ages with a range of complex needs across the levels from own life, through service development, training and research and community and cultural change.

Find more information here:

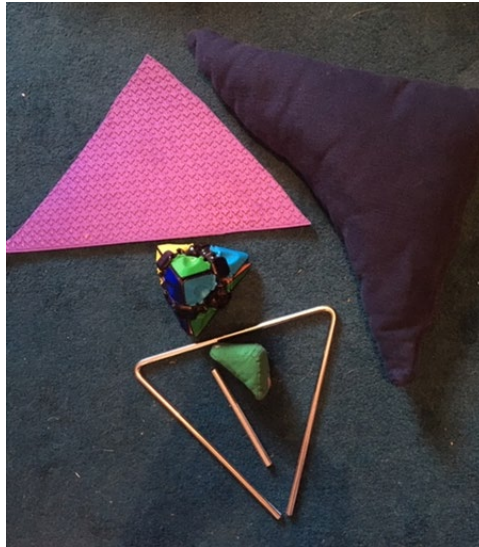
<https://www.corc.uk.net/outcome-experience-measures/feedback-and-outcome-measures-for-children-and-young-people-with-learning-disabilities/>

Good practice example from 'Hearing the Voice'

Gathering feedback and measuring outcomes and change with Children and Young People with Learning Disabilities (LD)

WHAT I DO

I regularly communicate with children and young people about their wishes and feelings . I use objects of references to show that I work for Triangle, not for police or social services.



I ensure as much as possible that we have the same structure each sessions with choices, for example:

- Intro, recap and check actions from last time
- What's relevant today and adapt to what young person needs
- What's good?, what's bad? , thumbs up/down, smiley faces, what would you change? If you were boss/in charge (say name of person in charge, government- depending on level, of understanding-)
- Know area of likes eg food, what would choose, tailor to likes/dislikes eg another person noisy at night- scaffold for initial bit, then come up with ideas, e.g. if could go anywhere/favourite activity - if you could wish for anything?
- Recap actions today
- How was today?
- Want to meet again?



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Since lockdown I have been meeting with young people remotely mainly through Facetime.

I have been reassuring them what COVID is -not just them- everyone, as they may be so isolated, they don't realise. Shares that as Max 'I can't do this', '... go there', 'haven't seen own family, eg neice's birthday', person's 'mum and dad can't go out'. Chat- at the level they can cope with. Check out with staff what impact is and who to, by reading book and using symbols. I always offer time to think about COVID and acknowledge impact eg staff wearing masks, not seeing family etc.

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WHAT HELPS

1. Knowing young people over a period of time
2. Young people knowing FaceTime from contact with families before
3. Meet the same time and day each week
4. Objects of reference and symbols
5. Carers that know young people well
6. Calm bags /Fiddly toys; safe and not noisy.
7. Activities to do, always art equipment
8. Reassuring that I don't know what's important to them, as everyone is different.
9. Reflecting back what I have observed and heard.

WHAT ARE THE BARRIERS?

1. Technical issues
2. My contact not being written in diary
3. Behaviours that challenge
4. Staff views versus young person's views

RESOURCES USED AND/OR PUBLICATIONS TO SIGNPOST/REFERENCE

Activities to do, always art equipment

Free books from Timpsons with colourful pictures: A Guide to Attachment; How to Create a Positive Future; Looking After Looked After Children useful for issue specific consultations;

<https://www.timpson-group.co.uk/alex-timpson-trust/free-books/>

<https://www.timpson.co.uk/timpson-books/how-to-series.html>

Calm bags /Fiddly toys Calm bags – kits from Triangle or make your own Resources | Triangle

<https://triangle.org.uk/resource-categories/kits>

covid info; https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus_INS.pdf

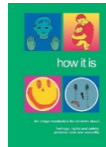
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Easy read – A guide to your COVID-19 vaccination for people with a learning disability and their carers (publishing.service.gov.uk)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/961301/PHE_11843_Covid-19_vaccination_Easy_Read_guide.pdf

Creating/tailoring books for individuals- personal story in narrative to help cope with eg missing people, can't see because of COVID, or is in prison. Using photos and their photos and their drawings – makes permanent (often forget ideas with any stress) and sharing with others experiences



How it is. image vocabulary

<https://www.triangle.org.uk/files/2017-05/how-it-is-2002-an-image-vocabulary-for-children.pdf>

Objects of reference Objects of Reference <http://www.totalcommunication.org.uk/objects-of-reference.html>

Two Way Street Intro video https://triangle.org.uk/resource-categories/downloads?page_resource-category_downloads=2