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Division of
Clinical Psychology



Working with a group of young people with PMLD and complex communication needs to create a conference presentation about ‘top tips’ for participation (*Team Epic Participation Group, Sam Greedy, Andy James, Charlotte Fry, Gareth Excell and Team Epic*)

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)

PROJECT SUMMARY

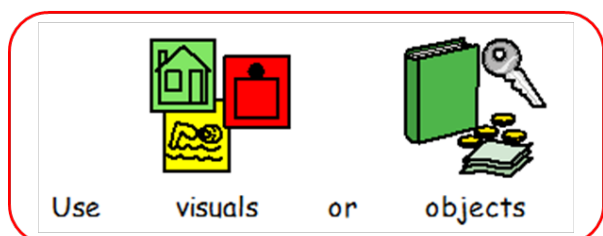
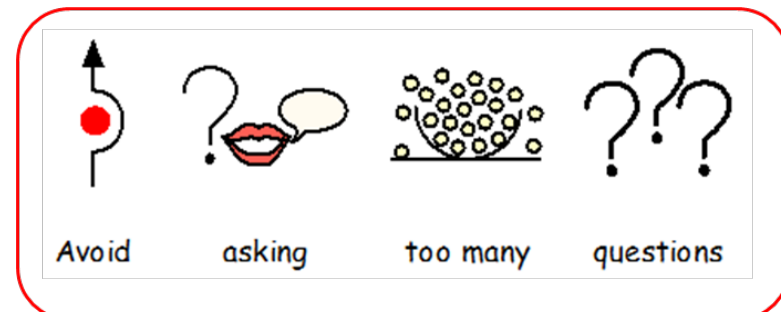
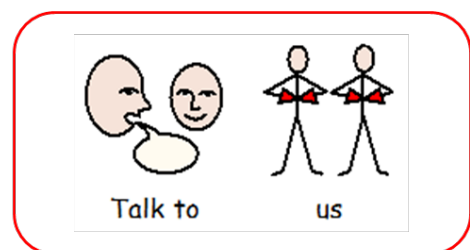
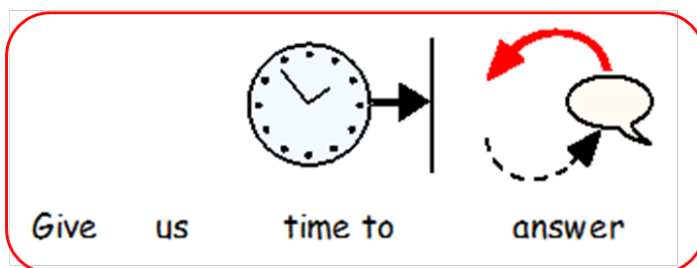
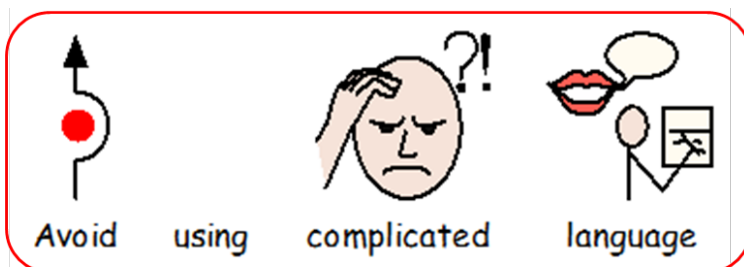
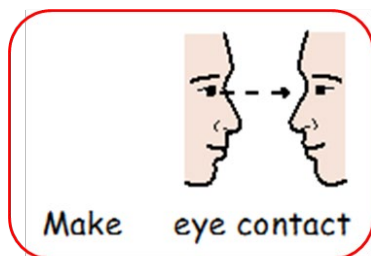
- We had run other participation groups in SEN schools, looking to hear the voices of children and young people with LD. We wanted to facilitate a group for young people with PMLD and complex communication needs.
- We ran sessions to explore what participation means, to help young people to recognise the power of their voice.
- We offered multiple sensory sessions, where students were able to say what they liked and didn't like.
- We looked at the school environment – what they liked and didn't like and what they wanted to change or improve and this information was taken to the school council.
- The group fed back their thoughts, and everyone in the group listened to each other.
- We created a team banner – everyone participated by contributing a square they decorated, with the things that made them happy, creating a collective representation of Team Epic.
- We created our 'top tips for participation' and presented this at an 'Experts by Experience' conference hosted by the British Psychological Society.



Good practice example from 'Hearing the Voice'

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TEAM EPIC TOP TIPS FOR PARTICIPATION

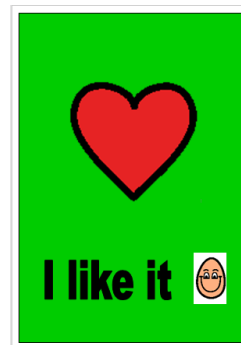
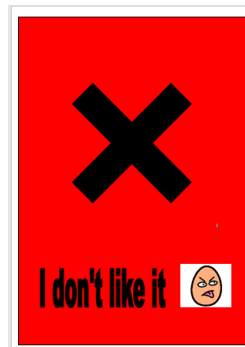
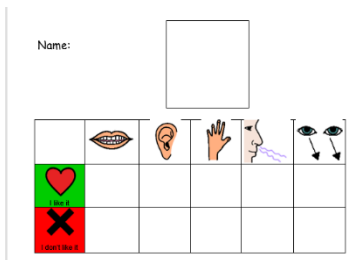


Good practice example from 'Hearing the Voice'

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WHAT HELPED?

- Gareth (Class Teacher) was very passionate about participation and was motivated to support this
- The students were actively involved in the school council, so felt able to share their views
- Sessions were at the same time, to ensure the same structure and routine
- Visuals and photographs to support our verbal communication



WHAT WERE THE BARRIERS?

- Students used communication aids, which we were unfamiliar with initially
- Range of communication needs (e.g. a student who was deaf, who was reluctant to sign and did not have a communication aid set up at the time of the sessions)
- Very reliant on staff knowing the young people and how they communicated

Resources used and/or publications/websites to signpost /reference: Team Epic, James, A. & Greedy, S. Presentation 'We talk, you listen' <https://www.bps.org.uk/member-microsites/dcp-faculty-people-intellectual-disabilities/events>