

Finding out *what matters* through engagement

(Profound and Multiple Learning Disability example)

Important information about: Amina

Engage a person's family and support circles:

- Who are important people?
- What's the best way to speak to the important people in their life?

Amina's family: email - example@example.com
 Mum - Anne
 Dad - John
 Brother - Matthew
 Staff at Example School: email example.school@schools.com
 Mrs Smith (teacher) and Miss Bloggs (teaching assistant)
 Emma and Lisa (Amina's PA's) work phone - 012345678

Invest time to get to know the person:

- How do they communicate?
- When is the best time to communicate?
- What can help them communicate?

Using gestures, vocalisations and facial expressions. Allow lots of processing time and communicate on her eye level.

Afternoons are the time when interaction is best as sometimes, she can feel tired in the mornings.

Build relationships and develop an understanding of a person's needs:

- What things are important to keeping them healthy?
- What things are important for them to be happy?

Ensure her medication is given on time, allow quiet rest time. Ensure that time is factored in for her personal care needs.

Avoiding potential triggers for seizures such as becoming overstimulated.

Get to know a person's likes and dislikes and be creative:

- What are some things that they like?
- How do they tell you they like something?
- What are some things that they don't like?
- What do they do when they are unhappy or don't like something?
- What are some activities they could be included in, to help show others what they enjoy?

Likes -

- Music
- Having her favourite books read to her.
- Going out for a walk.

Smiling and making 'happy' vocalisations.

Dislikes -

- Changes in routine
- Not having access to her familiar comforts.

Amina might start to turn away initially or try to move away from the activity if she doesn't want to engage with it. She might cover her ears if she is feeling overwhelmed.

Consider the environment such as sensory needs, accessibility and familiarity:

- What are important things to consider – what sort of environment helps them engage?
- Do they have any accessibility needs?
- Are they happy engaging in new places or is it better to engage with them somewhere they know and are comfortable in, if so, where might that be?

Amina needs access to suitable changing places facilities including a hoist and table for personal care. She needs to have full wheelchair access.

<p>Be flexible, adaptable and use individualised approaches:</p> <ul style="list-style-type: none">• What ways can others be flexible to help them best engage?	<p>Not too early in the day, factor in enough time for personal care or health needs.</p>
<p>Any other important information</p>	