

Finding out *what matters* through engagement

(Severe Learning Disability and challenging behaviour example)

Important information about: Jayden

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?

Jayden'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 (Jayden'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?

Signs (some personal to Jayden* - see communication passport), Jayden may use some speech, but this is limited. If he is starting to become unhappy the first things you might notice are him making some distressed vocalisations or becoming more unsettled in his body movements.

When he is happy, he smiles and may reach out for physical contact such as holding hands.

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?

Making sure he can't put things in his mouth that are inedible. Ensuring he doesn't become distressed as this could lead to him displaying self-injurious behaviours.

Avoiding potential triggers such as a busy or noisy environment and keeping to routine.

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 -

- Arts activities such as stickers.
- Building blocks
- Sensory and musical activities

Jayden might show you he likes something by smiling and making 'happy' vocalisations

Dislikes -

- Feeling cold or being wet.
- Changes in routine.
- Busy or noisy places.
- Balloons.

He might try to move away from the activity, start to make louder vocalisations that sound like groans. Cover his ears

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?

Jayden doesn't like it being too loud or busy, he likes to know he can go to his quiet space if he needs to. He doesn't like feeling restricted in small spaces.

Ensure no small things that can be eaten are in reach.

He needs to be with familiar people at all times – they can help you know how he is feeling.

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| <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>Send visual support ahead of engagement – pictures of who will be there, where it will be and what will be happening will help support his understanding.</p> <p>Make sure there are people who are familiar to Jayden and ask them to help you get involved in activities together.</p> |
| <p>Any other important information</p> | <p>Jayden might try to remove hair pieces if someone is wearing them such as headbands or hats.</p> |