

How can we include learning disabled children and young people in research?



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Economic
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About us!



Kathryn

- I have 5 children and one of them has a learning disability.
- I like camping.
- My favourite flavour of icecream is mint choc chip.



Laura

- I play the bass and often take part in musical theatre and jazz
- I like gaming, my favourite game is Fallout 4
- I have a campervan and like to go camping on the weekends

Kayleigh

- I have done singing, drama and performing arts since I was 3.
- I have a sister, who is 5 years younger than me
- I love to watch live music and go hiking in the countryside on weekends

Tell us about yourself!



Based on
this dog
scale, how
are you
feeling
today?



Would you rather:



- live on a peaceful tropical island or a loud, big city?
- only eat spicy food for the rest of your life or never be able to eat spicy food again?

Aims of the Project



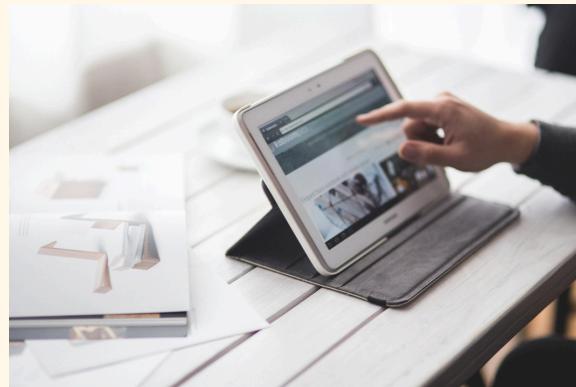
To understand the best ways to include learning-disabled children and young people in research that is about them or that interests them.



To make tools for asking questions that work well for learning disabled children and young people.



To teach researchers how to use the tools.

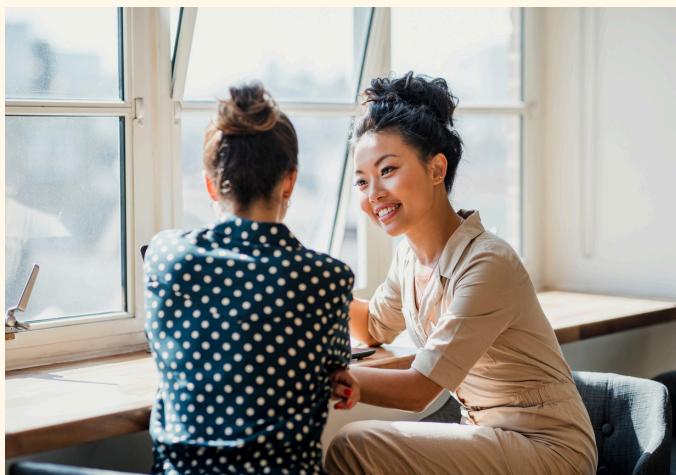


To keep the tools in an online library where researchers can find them and learn about them.

What have we done so far?



Read research about how to include learning disabled voices in research.

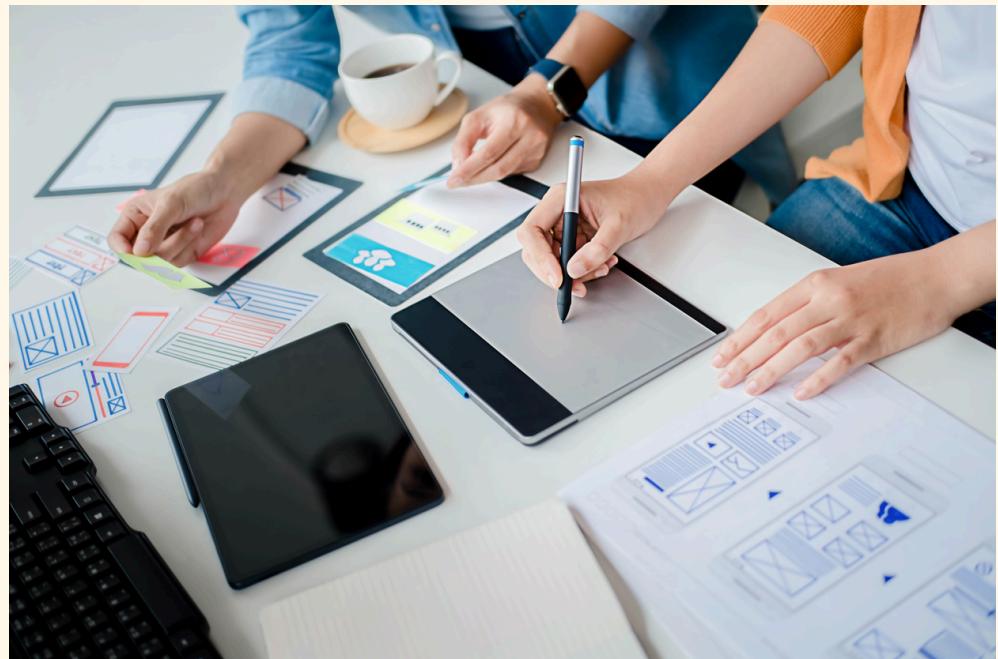


Talked to school staff and speech and language therapists.

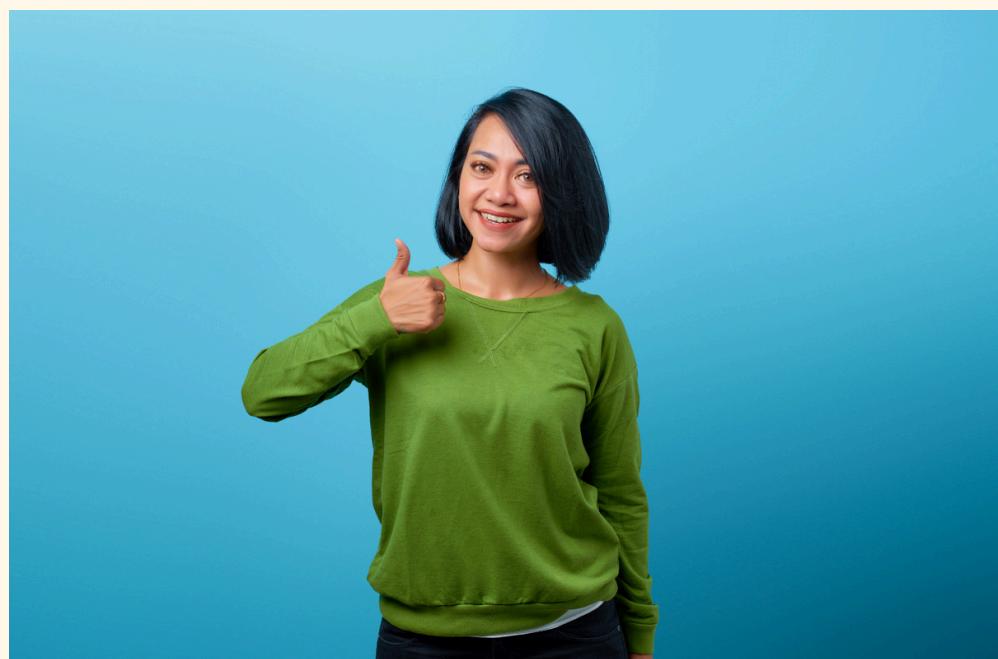


Spent time with children and young people in a special needs school to help us understand what they like and what they need.

What comes next? (1/5)



We have used what we have learned to make some tools for asking research questions.



Our next step is to figure out whether learning disabled young people think that they are good tools.

What comes next? (2/5)



First, we will try to use the tools with the students we have been working with this year.



You can come in to school with us to watch us try to use these data collection tools with the students that we know, if you would like to.

What comes next? (3/5)



Then, we would like to do another focus group with some different learning disabled young people



This is where we need your help.

What comes next? (4/5)



We would like you to lead a focus group of learning disabled people.



We would like you to ask them to try out some of our ways of asking questions.

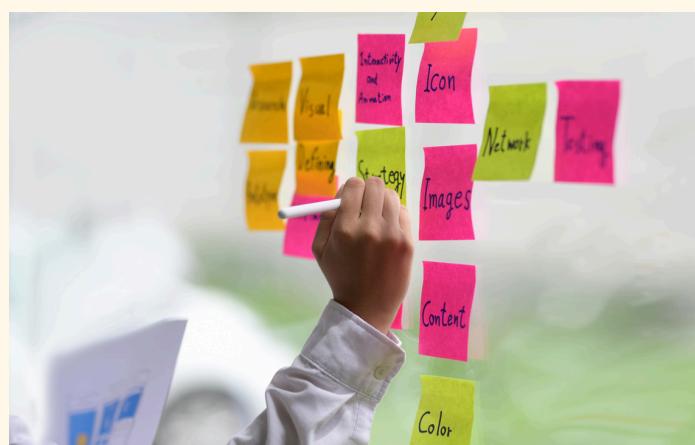
What comes next? (5/5)



We would like you to find out what they think about them.



We would like you to find out what they think about being part of research, and what research questions they think are important.



We will all work together to plan this workshop, based on how the in-school workshop goes in June.

Thank you for listening!



What do you think?