

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



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



Would you rather:

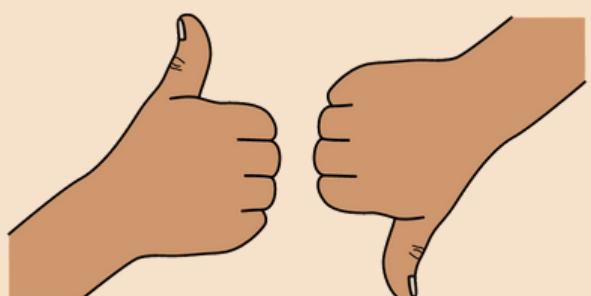


- Would you rather be forced to sing along or dance to every single song you hear?
- Would you rather master every musical instrument or every type of sport?

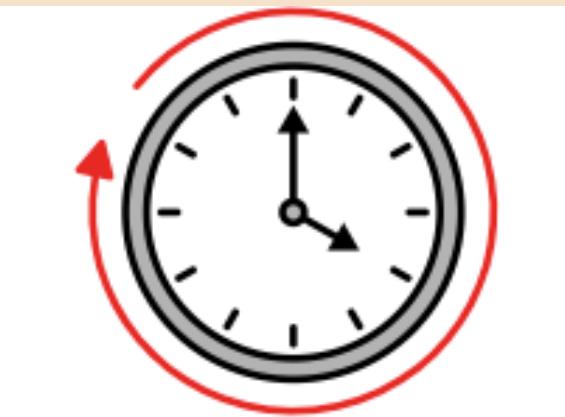
Data Collection Tools



In this meeting we want to work with you to design a workshop that we can use with some of the school pupils that we have been working with.



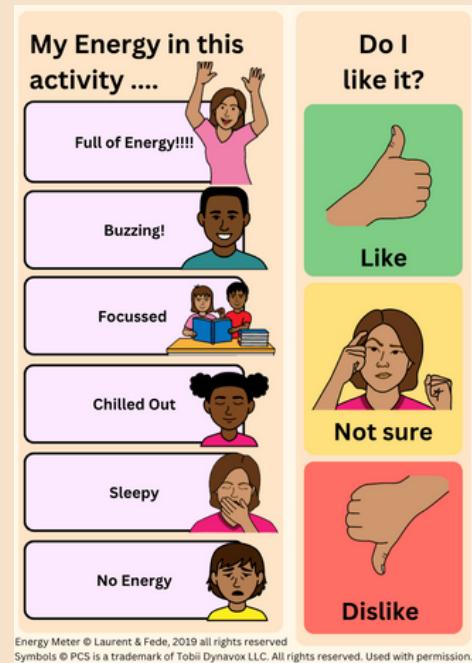
In this workshop we want to use our research tools to ask small groups of pupils what they like and dislike about school.



This workshop will take place in June and will last one hour at most.

Data Collection Tools

Energy Meter



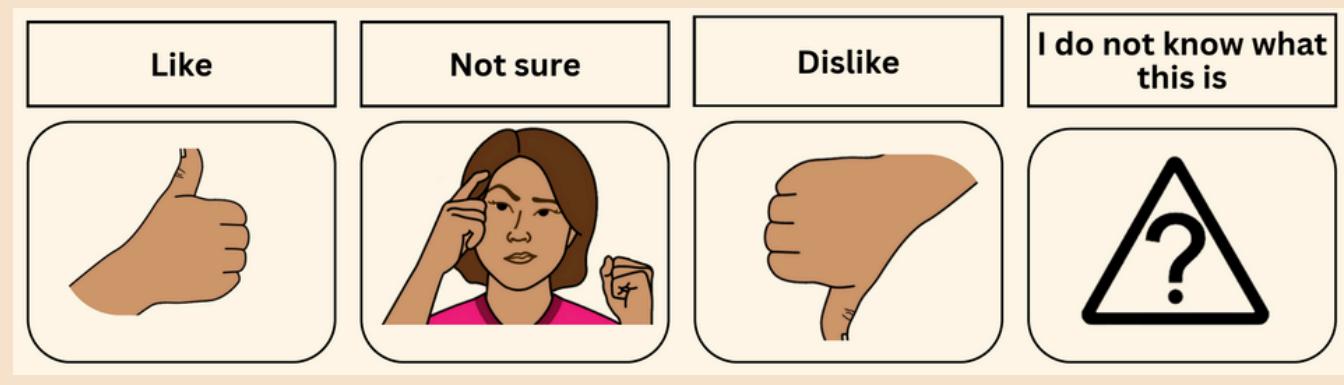
Regulation Meter



Conversation Board



Visual Conversation



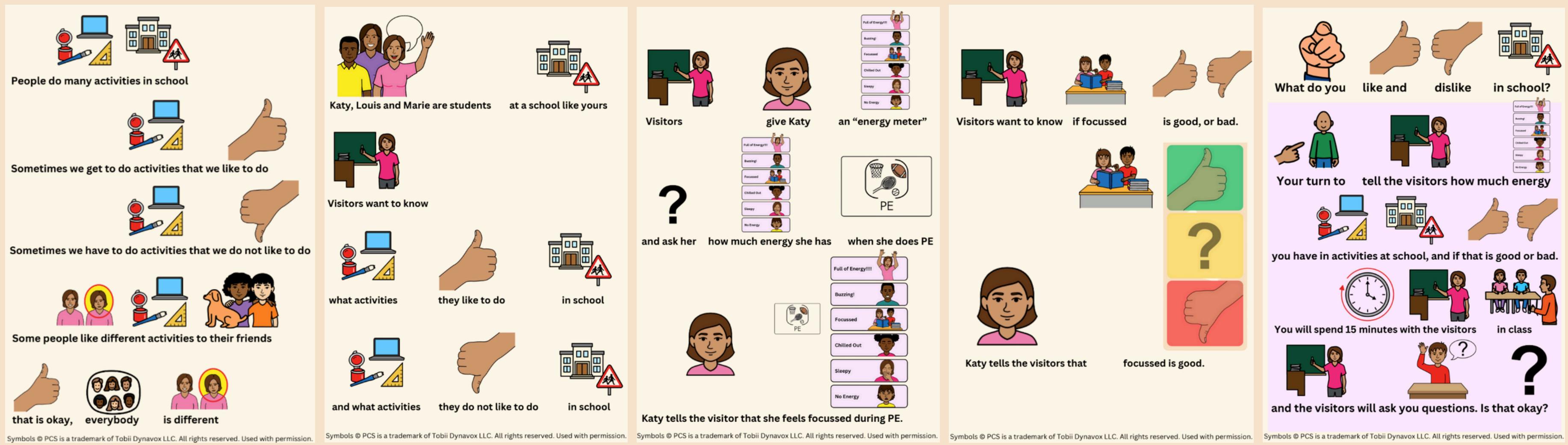
We want to ask pupils what they like and dislike about school using five tools that we also sent to you to take a look at.

Narrative for Anxiety



Data Collection Tools

- The first tool is a **narrative for anxiety**. You might have seen similar things called social stories.
 - In this narrative for anxiety we are trying to explain to participants what they need to do and to help them not feel worried about it.
 - It uses short sentences, and gives students examples of what to expect, using imaginary participants.



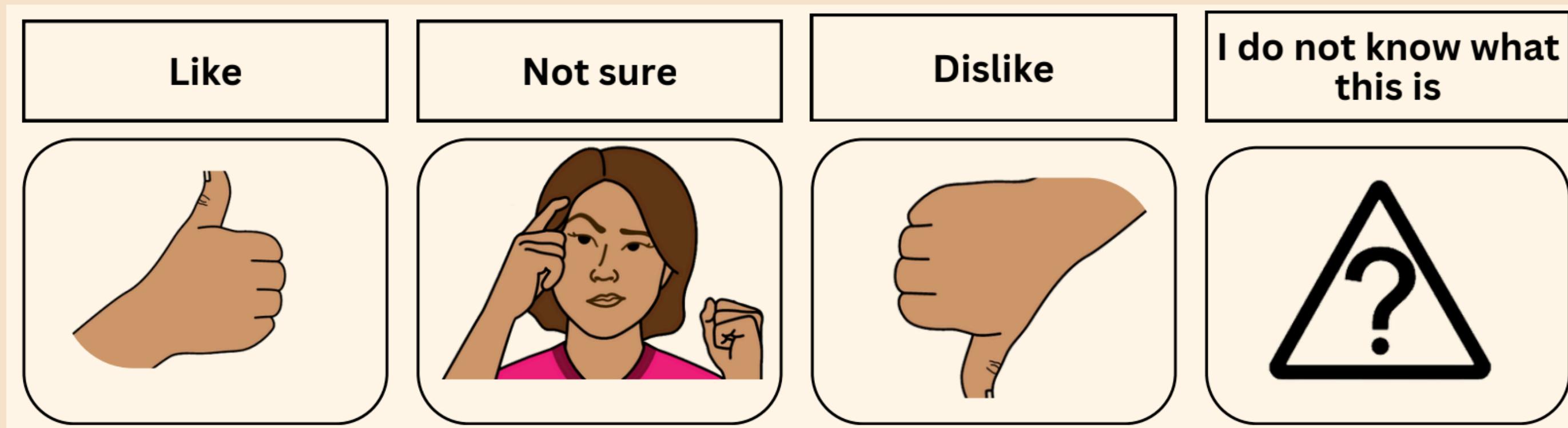
Data Collection Tools



- The second tool is a **conversation board**.
- This conversation board is a set of pictures of activities that take place in the classes we have worked with in school.
- The researcher can ask the participants questions, like: Tell me which activities you “like”.
- OR the researcher can point to the symbol for an activity, like “reading” and ask: Do you like reading?

Data Collection Tools

- The third tool is a board for having a "**visual conversation**".
- It can be presented on paper or on an ipad
- Pupils can use it to show whether they like or dislike the activities on the conversation board, like PE.



Data Collection Tools

The image shows a data collection tool divided into two main sections: 'My Energy in this activity' and 'Do I like it?'.
Left Section: My Energy in this activity
This section has six horizontal cards, each with an illustration and a label:

- Full of Energy!!!! (Illustration: Girl with arms raised)
- Buzzing! (Illustration: Boy)
- Focussed (Illustration: Two children at a desk)
- Chilled Out (Illustration: Girl)
- Sleepy (Illustration: Girl yawning)
- No Energy (Illustration: Girl looking tired)

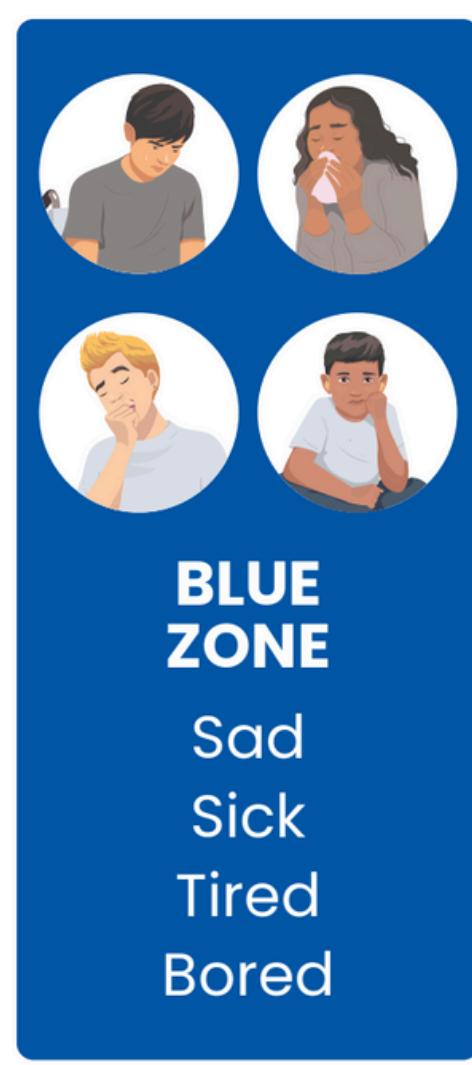
Right Section: Do I like it?
This section has three horizontal cards, each with an illustration and a label:

- Like (Illustration: Thumbs up)
- Not sure (Illustration: Girl thinking)
- Dislike (Illustration: Thumbs down)

Bottom Left: A small icon of a basketball hoop and ball with the text 'PE' below it.
Bottom Center: The text 'Energy Meter © Laurent & Fede, 2019 all rights reserved' and 'Symbols © PCS is a trademark of Tobii Dynavox LLC. All rights reserved. Used with permission.'

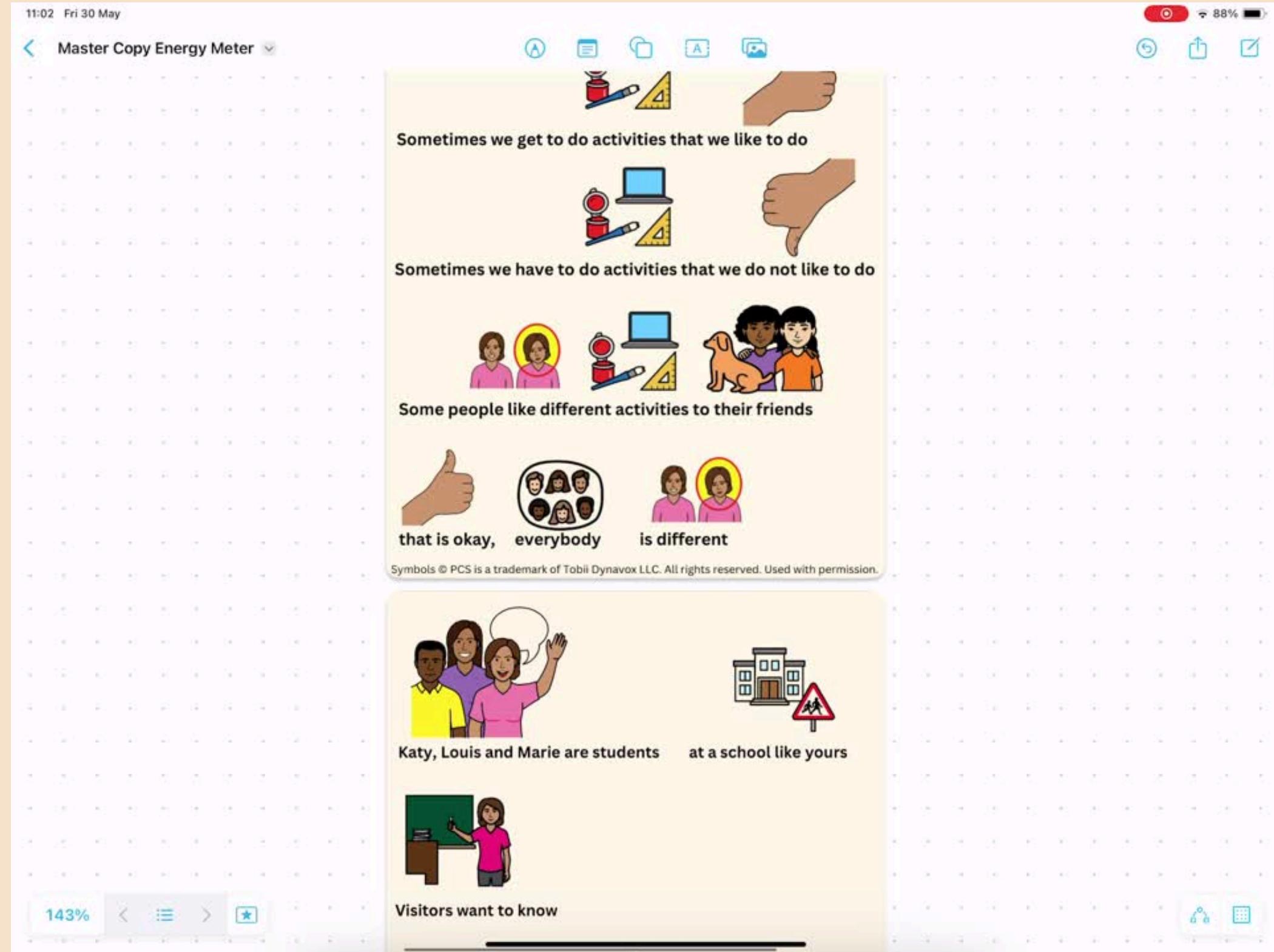
- The fourth tool is an **energy meter**.
- We can share it on paper or on an ipad.
- Pupils can use it to tell us about their level of energy for each of the activities on the conversation board, like PE.
- They can also use it to tell us if they like or dislike their energy level in that activity.
- This will help us, because “full of energy” could be good for one person, but bad for another.

Data Collection Tools



- The fifth tool is a **regulation meter**.
- We can share it on paper or on an ipad.
- Pupils can use it to tell us how they feel when doing each of the activities on the conversation board, like PE.

Example: Energy Meter



Workshops



In the workshops we would like to ask the pupils why they answered the way they did.



We think that some participants will find this hard.



If you have any advice on asking "why" questions, we would love to hear it.

Workshops



We would also like your advice on how to run this workshop

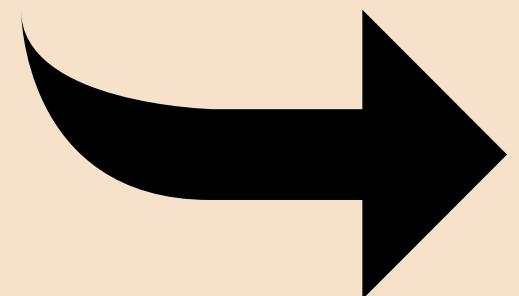


It will involve working with 3-5 pupils at a time in a way that is enjoyable and helps everyone to get involved.



The pupils will be aged between 14 and 19.

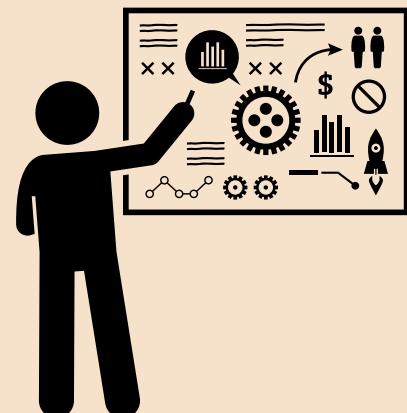
Workshops



After this workshop we will have another meeting with you and let you know how it went.



We will use what we learn from this experience to plan the workshop that you will be leading together.



In the workshop that you lead we will be using the same tools but to ask questions about a different topic.

Thank you for listening!



What do you think?