

## This is Jennie's person-centred plan

Important people in Jennie's life have contributed their knowledge of Jennie to put together a comprehensive plan that details her many strengths and qualities, what is important to Jennie and what everyone around her needs to know to keep her happy, fulfilled, active and safe.

To keep this plan up to date please jot down any ideas you have about things that might have been missed, things that seem to have changed, and your impressions of what is working well at the moment and what we might need to look at again. In this way we will be able to maintain the most accurate plan and use it as the centrepiece of all decisions that affect Jennie.

In time, and as Jennie's understanding of her plan grows, she will become more directly involved in making choices about how her life progresses.

Date of 1<sup>st</sup> plan: 16<sup>th</sup> May 2004

Dates of amended plans: 20<sup>th</sup> August 04, 2<sup>nd</sup> January 05, and 8<sup>th</sup> June 05

**Thank you to everyone who has contributed to Jennie's plans**

***NEXT REVIEW - TUES 13<sup>TH</sup> SEPTEMBER, 4.15PM, GRANVILLE HOUSE***

*Most recent changes are indicated in red, italic writing*

### **Important people in Jennie's life**

#### Family

Suzie & Dave - Mum & partner  
Derek & Debbie - Dad & partner  
Matt - Brother  
Chyna, Willow and Autumn - Dave's children  
Nanny & Grandad  
Granny & Grandad

#### Friends

Joe and Debbie  
Carol W  
Louise  
Tim, Sarah, Lauren, Jordan, Nicole and Luke  
*Helen Sanderson*

## People who work with and care for Jennie

Carol - Teacher,

Alexis & Jean - Educational Assistants

Alison - Speech Therapist

*Adele* and Kevin - Minibus escort and driver

Theresa - Respite Carer

Carol H - Community Support Worker

All staff at Swanbourne Gardens overnight respite - particularly Rosie, Georgina, Sasha and James

Sue - Support Worker

Louise or Carol W - Leisure Link 11 + Scheme Support Workers

## Who needs to be involved with Jennie's plan and important decision making for the future?

Everyone listed above

Bill Taylor/Andy Pitts/Louise (Educational Psychologist), Inscape House

Deidrie Gaskell, Stockport LEA

Richard Hackney, Connexions

Jennie Bannister, Education Transport

Jon Carey and Betty Taylor, Social Services Children's Disability Team

Gill Gibson, Stockport NHS Trust

Geraint Hughes, Stockport CP

Stuart & Clare, Inte'great'

Barry Guy, Direct Payments

Dr Peter Berchtold, Community Paediatrician

*Kim, Audiologist*

Julie Bray, Stockport LDPB

## *People who have volunteered to be in Jennie's circle of support*

*Suzie, Dave, Matt, Nanny & Grandad, Carol W, Debbie W, Julie and Helen*

## **What people say they like and admire about Jennie**

- |                         |                         |
|-------------------------|-------------------------|
| ❖ Great sense of humour | ❖ Determined            |
| ❖ Very cheeky           | ❖ Cute                  |
| ❖ Loveable              | ❖ Loved by everyone     |
| ❖ Funny                 | ❖ Sociable              |
| ❖ Very pretty           | ❖ Sense of fun          |
| ❖ Infectious laugh      | ❖ Beautiful smile       |
| ❖ Mischievous           | ❖ Creative communicator |
| ❖ Affectionate          | ❖ Honest                |

- ❖ Creative
- ❖ Lovely nature
- ❖ Vibrant
- ❖ Bright
- ❖ Clever
- ❖ Playful
- ❖ Cheers others up
- ❖ Trust she places in people
- ❖ Great with things changing
- ❖ Always finds a way to make you laugh
- ❖ Lack of embarrassment
- ❖ Well behaved
- ❖ Full of energy
- ❖ A lovely teenager
- ❖ Polite
- ❖ Everything
- ❖ Wicked sense of humour

## What is important to Jennie?

### Top tips to keep Jennie happy

- ❖ Jennie loves to draw, colour, stick and glue and have pens, sellotape, scissors and glue to make pictures from magazines, leaflets, boxes & yoghurt pots etc she will have collected
- ❖ She likes to keep the pictures she has made and take them about with her
- ❖ Jennie likes to watch one of her favourite videos and dance to the music at the end most days
- ❖ When out and about Jennie loves to collect one leaflet/magazine
- ❖ Jennie really likes Alex, her old classmate at school
- ❖ She enjoys seeing Dave's Children Willow and Autumn most weekends
- ❖ Jennie likes to go out with Carol W as they always go to one of her favourite places and have lots of fun together
- ❖ *She likes to see her friend Joe as they like going to similar places and doing the same things; Chester Zoo, trampolining etc*
- ❖ Jennie really enjoys tickle games and will initiate these herself sometimes by saying, "tickle" but will be happy for anyone else to play as long as she is comfortable and familiar with them.
- ❖ She loves people laughing and having a laugh with her
- ❖ *Jennie loves to collect, flap and chew on straws*
- ❖ Jennie likes to flap or tap things, as she likes the noise, sensation and repetition. She may do this at anytime
- ❖ She likes to flick her fingers in front of her eyes as a form of sensory stimulation and she may do this at any time
- ❖ Jennie loves to bat her eyelashes on other people's eyes. She will initiate this with people she is comfortable with and especially loves it when you join in!

- ❖ *Jennie likes to splash in puddles, with or without wellies!*
- ❖ She likes to go shopping and choose some sweets, a drink or an ice cream of her choice - even in the winter!
- ❖ These are some of the places/activities Jennie likes;
 

Chester Zoo	Burger King
Blue Planet Aquarium	Blockbuster Video
Swimming	Trafford Centre
Bowling	Parks with swings and a slide
Cinema	Feeding the ducks
Seaside	Farms
Trampolining	Going for a drive when it's dark
Horse riding	Watching waterfalls or fountains
<i>Going on picnics</i>	Supermarkets (Mainly Tesco's <i>and</i>
McDonalds	<i>Sainsbury's</i> )

### Top tips of the things Jennie doesn't like

- ❖ Jennie gets frightened and upset if she hears canned laughter and clapping on the television. This **must** be avoided as much as possible
- ❖ Jennie doesn't like the thought of going for a walk, especially if you say; "going for a walk" so try to avoid saying those words. However, she can often be 'persuaded' with something that will motivate her e.g. having an ice cream at the end or going (walking) to Blockbuster to collect a leaflet
- ❖ Jennie doesn't always like to go to unfamiliar places. It is helpful to prepare her beforehand using photographs or symbols so she knows what to expect
- ❖ She doesn't like to get wet or go out in the rain very much, but she will put her hood up or use an umbrella
- ❖ Jennie sometimes gets upset when she hears crying babies (although she can find it amusing and may laugh too). She just needs to be moved away or distracted
- ❖ For her classmates to be aware of the things she doesn't like as they like to be sensitive when they choose videos for example

### Top tips about Communication (see Communication/Behaviour Chart below)

- ❖ Jennie has a very good vocabulary and can make her needs known in most situations. However, she needs people to understand how to communicate with her so she'll know what is expected of her. Spoken

- language can be supported by visual prompts such as timetables, pictures and symbols. This is especially important in new situations or when there may be lots of changes for Jennie to cope with
- ❖ Jennie needs time to process instructions so give her time to respond before you repeat anything or she may get confused and will have to start working out what you've said again
  - ❖ It is really important to remember when Jennie gets stressed or anxious her language comprehension decreases. At these times only use short, clear instructions, key words, be firm, stay calm and keep language to a minimum. It may sometimes be advisable to use no language at all and show Jennie visually what is expected of her with pictures and symbols if they are available
  - ❖ Keep language positive and Jennie will respond well. Tell her what you want her to do e.g. "Put the cup on the table" rather than what you don't want her to do "Don't walk around with the cup"
  - ❖ It is much better to say "Finished" as oppose to "No". Jennie responds much better to positive instructions e.g. "Video finished"
  - ❖ If it's the last time Jennie can have something e.g. a snack, drink or to watch a video let her have it and say "Last time". Jennie will know she can't have any more and it's much better than her being told she can't have something when she expects that she can
  - ❖ If you need to move Jennie onto or away from an activity it is best to warn her and count down e.g. "Swimming finished 5 minutes", "4 minutes", "3 minutes", "2minutes" and "1 minute" and then, "swimming finished"
  - ❖ Encourage and remind Jennie to get a persons attention by saying their name before asking them for something
  - ❖ Jennie is going through puberty at the moment and can be tired, moody and more intolerant than usual. It is really important that everyone bears this in mind when dealing with her and remembers all of the above. In her Communication Book there is a section to record Jennie's moods
  - ❖ The communication section in Jennie's book provides a brief daily account of what has been happening in her life and shows where and how she's been, what she's done, how she's eaten, anything that's happened (good or bad) so information can be shared between everyone caring for Jennie.

- ❖ Jennie finds it hard to comment on things she has done, as it can be difficult for her to understand the questions. She also has a visual diary section in her Communication Book. The photographs, pictures and symbols help Jennie to comment on what she's done
- ❖ Jennie uses an emotions board with symbols at school and home to help her identify and express how she is feeling i.e. happy, sad, crying, pain (earache) etc

### Communication and behaviour chart

Where/what Jen is doing	What Jennie does/says	What we think it means	What others should do
Watching television	Gets very upset and frightened when she hears <b>canned laughter and clapping</b> . Puts fingers in her ears	This is a real sensory problem for Jennie. Not sure what it sounds/feels like to her but it causes genuine distress	Jennie is able to tolerate this noise better and will put her fingers in her ears but you will have to turn the TV off and distract Jennie as soon as possible or it may take a while for her to calm down Sometimes Jennie will go to another room but let Jennie take the lead each time
Anytime	If she hears someone say <b>"Come on"</b> to her or someone else	Gets upset and repeats it several times getting more agitated	Avoid saying, "Come on" and ask Jennie what you want her to do e.g. "Jennie, out of bed" or "Jennie, time for School"
Anytime	Doesn't want to do/stop doing something or doesn't understand what is expected of her	Gets frustrated	Short, clear instructions using key words only Use pictures/symbols to support language and reduce stress Try the <b>First/Later rule</b> i.e. Tea time first, horse riding later Distract Jennie; move her away or onto a new task/activity
Anytime	Gets very angry, upset, screams, cries, pulls her hair or hits herself/others	Complete frustration, anger, lack of understanding or unhappiness	<b>IMPORTANT - See Top Tips about keeping Jennie safe below</b>
In bed	Picks the skin on	Self-	<i>Support Jennie to put plenty of</i>

	her head and/or bottom, <i>scratches her upper arms, back and breasts</i>	stimulating/harming  Possibly habitual  <i>Dry skin on her back</i>  <i>Jennie may scratch her breasts if they feel sore as she is due for her period</i>	<i>Cetrobane cream on her back, arms, bottom or breasts to soften and moisturise her skin so it doesn't feel dry and she will be less tempted to scratch or pick.</i> Show Jennie pictures symbols (Don't Pick Head & Don't Pick Bottom) at bedtime to remind her not to pick her skin. They can be stuck on the ceiling above Jennie's head to remind her if she wakes at night
Anytime but usually when she's arranging her toys	Gets angry and frustrated when her toys don't balance on top of each other	Jennie gets upset and frustrated	Encourage Jennie to put the toy away that's frustrating her and say, "Play with toy another time". Distract her by moving her on to another activity
Anytime	Squeezes people too hard and can get over-zealous	Excitement at seeing certain people, usually her Nanny and Barbara her old Speech Therapist.  Being mischievous	Calmly tell Jennie, "Gentle hug" and then, "Hugging finished". Be very firm with her. If all else fails tickle Jennie around the waist and she'll let go. Before Jennie sees these people use the 'Gentle Hug' picture symbol to reinforce the message
Could happen anywhere but mainly at school	May try to run away from people	Jennie sees this as a game and will giggle and want to be chased. She wants a reaction	Don't chase Jennie unless she is in danger i.e. near a road. Firmly say, "stop running". Reinforce message before you go outside with Jennie with picture symbol 'No running away'
Anytime	Says "Sore tummy" or "Feel sick"	She may need to go to the toilet, have wind or period pain	Ask her if she needs the toilet as this is usually what it means or give paracetamol for period pain
Anytime	Says, "Bye, bye"	Jennie doesn't like it when people invade her personal space/get too close	Respond to Jennie's request and move away
Anytime	Swearing	Jennie is angry or frustrated about something	Immediately say to Jennie, "Naughty words have finished" and repeat if necessary. Don't give Jennie anymore attention than this until she has stopped
Anytime	Jennie will say things like,	These are comfort phrases Jennie will	Repeat the phrases Jennie says back to her so she knows you

	"Alright Jen", "What's the matter" or "What's wrong Jen".	say to herself if she is upset about something	have understood her, she finds this very reassuring
Anytime	Jennie will say things like "Radio on" at bedtime or "Mummy's tonight"	She is checking out that she can have something or what is happening later	You should say, "Yes Jennie, radio on" or "Yes, Mummy's tonight" to reassure her what she can have or what's happening later
Anytime	Jennie will say, "Sick about it"	She may be a bit annoyed or unhappy	Distract Jennie from what has annoyed her and move her on to something else. You could say something like, "Finished now"

## Routines and practical information

### In the morning -

- ❖ *Jennie is becoming quite independent when having a wash and is following her visual programme (Having a Wash - see Communication Book) really well. On some days, or when Jennie is particularly tired, she may need more encouragement and prompting to wash properly*
- ❖ *She will dry herself and put on deodorant spray as part of this programme*
- ❖ Jennie may need help to put Cetrobane cream on her face if her skin is dry, especially in the winter.
- ❖ She can get dressed independently but may need help with her bra and prompting to continue if she gets distracted
- ❖ Jennie needs encouragement to clean her teeth properly. At home *and in her overnight bag* she has an electric toothbrush with a two-minute timer on. With prompting, she will brush her teeth until it switches off, "Keep cleaning until toothbrush stops". She also has a picture symbol programme to encourage her with this - see Communication Book
- ❖ Jennie will use an ordinary toothbrush but will rush if you don't count to ten slowly with her a few times
- ❖ *Jennie's face is spotty at times and, with support, she is cleansing with Clearasil Tonic for Sensitive Skin morning and night now. She needs prompting to ensure she cleans around her nose, forehead and chin*

- ❖ *Jennie has always had increased sensitivity (hyperacusis) to certain sounds, which can be quite distressing for her and can interfere with her ability to learn if they upset or distract her, especially at school. She is currently wearing a masker, which looks like a hearing aid, in her left ear for approx. 6 hours each day. Jennie calls this her "Magic ear" and is still getting used to wearing it and may take it out from time to time. Over time the white noise that is fed in through the masker should/may help to desensitise Jennie's ears to noises that cause her sensory distress. Jennie is regularly seeing the Audiologist who is continually assessing the masker - see more information in her Communication Book*

#### In the evening -

- ❖ Jennie needs a shower/bath every night. She can wash herself independently but needs prompting to do so
- ❖ Jennie loves having a bath but doesn't like bubble bath very much
- ❖ Jennie needs to wash her hair every other day in the shower (with an all-in-one shampoo and conditioner) by tipping her head backwards. Keep a towel handy in case she gets water or shampoo in her eyes. She will say "Make it dry" if this happens
- ❖ Jennie sometimes likes to dry her hair with a hairdryer but needs supervision and someone to help her brush her hair properly
- ❖ Cleaning teeth - as in the morning
- ❖ Face cleansing - as in the morning

#### At night -

- ❖ Jennie will go to bed happily but may stay awake for a while or wake up during the night. She loves to listen to the radio and is allowed it on very quietly all night. This has no effect on how well Jennie sleeps
- ❖ Show Jennie pictures symbols (Don't Pick Head & Don't Pick Bottom) at bedtime to remind her not to pick her skin. They can be stuck on the ceiling above Jennie's head to remind her if she wakes at night
- ❖ If Jennie's skin is particularly dry she may need more Diprobase cream applying if she wakes during the night and reminding not to pick her skin
- ❖ Jennie often wakes up during the night and may not go back to sleep. If she's alright it's best not to go into her as it could become habit forming
- ❖ Sometimes Jennie wakes during the night and is upset and cries. She may have had a nightmare and will need comforting

## Periods -

- ❖ *Jennie started her periods in September 04, they are becoming quite regular now and she is coping brilliantly with them*
- ❖ *'Jennie is Growing up' is a book about Jennie growing up and her periods. It has helped her to understand as much as she can about what has happened to her body and helps her manage her periods practically. A copy of this is in Jennie's Communication Book*
- ❖ Jennie is quite independent changing pads but needs reminding to go to the toilet every couple of hours to change them and needs a little prompting using the 'Changing Pads' page/laminate form her Growing up Book
- ❖ *Jennie has once mentioned having a tummy ache when she had her second period. She had some paracetamol and hasn't mentioned it again. Try not to ask Jennie if she has tummy ache so she doesn't associate periods with pain.*
- ❖ *To ease any tummy ache Jennie also has a pink teddy at home that you can warm in the microwave and she will sit with it on her tummy*
- ❖ JENNIE NEEDS TO SHOWER IN THE MORNING AND EVENING WHEN SHE IS HAVING HER PERIOD

## Food -

Jennie eats a well-balanced, varied diet. Some favourite foods include:

Apples	Cucumber
Pears	Peppers
Grapes	<i>Beetroot</i>
Dry bread	<i>Pickled onions</i>
Dry cereal (likes variety packs)	<i>BBQ food</i>
Co-co pops <i>or Chocolate Wheeto's</i> with milk	Salads
Raisins	Cherry tomatoes
Carrots	Pasta (with cheese)
Peas	<i>Tagliatelli</i>
Sweetcorn	Noodles
Broccoli	Rice
	Chips
	Boiled or roast potatoes

Cheese  
Chicken  
Beef  
Sausages  
Sausage rolls  
Gravy  
Tomato ketchup  
Chilli

Spaghetti bolognaise  
Yoghurts with no bits in  
Ice cream & lollies  
Choc-ices  
Milkshakes  
Fizzy flavoured water  
Cup of tea (no sugar)  
Hot Blackcurrant

- ❖ Jennie loves to go to McDonalds and Burger King as a treat and will choose what she wants to eat and drink.
- ❖ Avoid foods, snacks and drinks with high sugar/fat content, as Jennie loves the healthier options but will choose sweets, crisps and sugary drinks if they are there.
- ❖ Jennie should be encouraged not to eat much between meals or she will graze all day! If she asks for something and it's not too close to a mealtime allow her to have it and say, "No more food until tea time"

## Supporting Jennie to keep her healthy and safe

### General safety

- ❖ Jennie must be encouraged to hold hands/link arms at all times when outside, as she has no sense of danger and may run off, *especially with people she doesn't know very well*. Be watchful near cars and roads and be aware of strangers and constantly praise her by saying, "Jennie, good linking arms". If she does run off firmly shout, "Jennie, Stop" and repeat if necessary until she stops. Do not chase after Jennie unless she is at risk from cars and roads etc as this will become a game and Jennie will do it all the more
- ❖ Jennie has in the past tried to 'escape' from buildings and playgrounds at school so ensure that all windows, doors and gates are secure and 1:1 support is available in any situation that may be a risk. Ensure that all windows, doors and gates are locked & secure and that she is supported on a 1:1 basis employing positive strategies, which

encourage Jennie to understand her actions. See Jennie's Individual Behaviour Plans in her Communication Book

- ❖ Jennie loves drinking hot ribena and may try to make it herself sometimes. She will need close supervision and support to do this at all times *and has a visual programme in the kitchen at home and her Communication Book to help with this*

### Health & Hygiene -

- ❖ Jennie needs prompting and support to wash her hands after going to the toilet, have a wash, shower, hair wash and clean her teeth
- ❖ Be aware of the things Jennie doesn't like
- ❖ *At times Jennie picks the skin on her bottom and head, scratches her upper arms and breasts (see communication/behaviour chart) and gets dry skin (eczema) on her face and back. She needs support/prompting to apply Cetrabane cream to keep her skin moisturised or Fucidin if it is sore or infected in the morning and at night*
- ❖ Jennie is allergic to cat hair. She will temporarily get sore, itchy eyes and her face may go red, blotchy and dry. She can have Piriton syrup to alleviate the symptoms and Diprobace cream on her face. These will in the medicine cabinet at home and at Theresa's house as she has cats

### General -

- ❖ Jennie is only allowed to watch one video before and after school and once a day during the weekend and school holidays or she will watch them all the time and not do anything else
- ❖ Jennie loves to collect leaflets. She will collect lots if allowed and she should be encouraged to only choose one by saying, "Just one leaflet"
- ❖ *Jennie has in the past become very upset near dogs, however, she seems to be coping much better around them now and doesn't seem to be frightened, even if they jump or bark near her. This could change so please just be aware of this*

### Behaviour and communication

- ❖ Refer to Communication/Behaviour support chart above
- ❖ Jennie has had several outbursts recently when she has hit herself or others or just been very upset and angry. It is important to remember NOT to intervene when she hits or slaps herself as this will make Jennie much worse and she will hit out and scratch who ever is with her or hit walls/mirrors/windows which could be very dangerous.

Jennie needs support and encouragement to help her control herself at these times so firmly tell her what you want her to do e.g. "Hands down" so she won't lash out or "Sit down" so she is kept in one place where she can start to calm down. Do not shout or tell Jennie to shut up or be quiet, as it will make things much worse. If Jennie has gone past the point of being able to reason with her you must ensure she is safe and let her calm down in her own time, this could take anywhere between 5 - 20 minutes approximately. Do not try and intervene physically or speak to her however hard this maybe for you and give Jennie the space she needs without putting her, or others, at risk or danger. Do not leave Jennie until she is completely calm and starts saying things like, "Jennie sad" or "Jennie crying" or she will start revving up again! She may want lots of cuddles and reassurance when she is calm and repeat any phrases Jennie may say to reassure herself things are ok i.e. "It's ok Jennie, It's alright Jennie". Sometimes it is worth trying to distract Jennie by making silly noises or trying to make her laugh but it depends on how upset she is and if you can catch things early enough

### **Travelling to and from school**

- ❖ If Jennie becomes upset on the journey to school/home and a situation arises that is difficult for Adele and Kevin to manage Jennie should be taken directly to her destination where support will be available. If possible alert school/home beforehand so someone is waiting to help
- ❖ If Jennie is really upset it may be necessary for Adele to move away or get off the bus to allow Jennie some time and space to calm down
- ❖ **DO NOT LEAVE THE MINIBUS DOOR OPEN OR TAKE JENNIE OFF THE BUS AS SHE MAY RUN OFF AND BE PUT IN DANGER**
- ❖ On one occasion Jennie has taken her seatbelt off when she became upset. If this happens pull over as soon as possible until Jennie has put her seatbelt back on
- ❖ See sections "Top Tips for Communication" and "Top tips for Keeping Jennie Healthy and Safe" to support Jennie appropriately
- ❖ If Jennie is upset on the bus when she arrives at school Adele can take her straight into class to avoid her and the other children

- becoming more upset rather than waiting until 9am. This is likely to be a rare event though
- ❖ If Jennie is upset at the end of the day Adele and Kevin will allow Jennie enough time to calm down and wait for her. This is likely to be a rare event
  - ❖ Do not leave objects near Jennie that she can grab and throw if she becomes upset as this could be dangerous or distracting for Kevin whilst driving and the other passengers

## **What Jennie needs**

Everyone caring and working with her to be actively involved with her plan and review meetings

### At home

- ❖ To see Mummy, Matt and Dave every day
- ❖ To look at her weekly visual timetable (updated every Sunday night) so she can see what will be happening every day and where she will be sleeping
- ❖ To be able to choose and do any of the activities she enjoys
- ❖ To laugh and enjoy people having a laugh with her
- ❖ To choose and listen to any of her read-a-long and music tapes when she chooses
- ❖ To play with her Leap Pad (electronic talking books) and read any of them alone or with Mummy
- ❖ To listen to the radio (Imagine FM 104 but any pop music station is usually ok) very quietly at bedtime and to leave it on overnight
- ❖ To play with her soft toys, especially Rupert, Winnie the Pooh or her teddy bears
- ❖ To arrange her small toys and make a 'display' in her bedroom - this is what Jennie calls it when she has arranged her toys where she wants them and they mustn't be touched until it's time to clear them away!
- ❖ To choose something to take out of the house with her; small toy, drawing or one of her pictures
- ❖ To have lots of cuddles and tickling games
- ❖ To see Nanny and Grandad as often as possible
- ❖ To see Dave's children Chyna, Willow and Autumn most weekends

## At her Dads

- ❖ To see her Dad and Debbie every Sunday and sleep there two Saturday nights every month if possible
- ❖ To see Granny and Grandad some Sundays

## At school

- ❖ To be in an autism specific school that provides experienced, trained staff, small class sizes of 4-6 children, classrooms/work stations with minimal distraction, Individual Education/Behaviour Programmes, specialist interventions such as TEACCH and PEC's, intensive speech therapy and visual timetables/programmes
- ❖ All staff who come into contact with Jennie must be aware of her plan and be actively involved with it
- ❖ *First thing on a Monday morning for someone to replicate details of her visual weekly planner from home (in her Personal and Communication Book) to the classroom to provide consistency and reassurance for Jennie*
- ❖ To be taught by a teacher who understands Jennie really well, knows how to meet her needs, works well with her parents, actively supports her plan and can ensure a consistent teaching style for her
- ❖ To be with a peer group that influence positive behaviour and help develop her language skills
- ❖ To have really well structured, relevant and interesting lessons/educational trips supported by timetables and symbols to help Jennie understand what is expected of her
- ❖ To have a relevant curriculum that focuses on social, communication and independent living skills to suit Jennie's ability and understanding
- ❖ To have a visual timetable, emotions board and any visual prompts that are necessary. Plus a portable timetable and mini filofax to aid communication and transitions on educational trips
- ❖ For her teacher, Speech Therapist and educational assistants to work closely together
- ❖ To look at her school timetable as soon as she arrives
- ❖ To have opportunities to initiate and use spontaneous communication
- ❖ For all staff to use spoken language appropriately with Jennie e.g. reduce language, use key words or no language when necessary

- ❖ To use visual supports/prompts to move Jennie onto or away from an activity if she refuses at first
- ❖ To be given the time to process instructions
- ❖ To receive lots of positive encouragement e.g. "Well done Jennie"
- ❖ To receive praise for completing tasks
- ❖ To have 'choose' times after work times that will motivate Jennie, this will include a special basket of art and craft materials
- ❖ Jennie would spend most of her school day making pictures if she could but does accept time limits on this activity as long as this is timetabled as a 'choose' activity during the day
- ❖ To go on educational visits in the community and take her PEC's mini filofax to aid communication
- ❖ To collect just one leaflet on educational visits
- ❖ To ensure her safety provide 1:1 support to hold hands/link arms when out near traffic or strangers e.g. on educational visits and trips. Also in the playground and near outside doors to buildings
- ❖ To play in the playground with her friends, especially Alex
- ❖ To play with her miniature toys, dolls house, Disney characters and Pop up Pirates
- ❖ Not to be able to opt out of lessons
- ❖ To be able to take a small toy (that will be returned the next day) or picture home from school
- ❖ To reduce the number of adult prompts so Jennie can become more self reliant

### On the minibus going to and from school

- ❖ To have Adele as an escort as she understands about autism and Jennie's individual needs and can keep her safe
- ❖ To sit in the back of the minibus on her own every day and to have enough space to ensure hers and others safety i.e. she is not sat directly next to someone or Adele can move quickly to another seat if Jennie becomes upset or agitated
- ❖ To have the traffic lights symbols to help Jennie wait when the minibus stops at traffic lights if necessary
- ❖ To be able to take a favourite toy, picture or book on the bus with her
- ❖ To travel with other children and have the opportunity to interact socially with them

- ❖ To keep her coat on when it's cold on the minibus using a picture symbol programme that is at home, school and on the minibus
- ❖ To ensure Jennie holds hands/links arms at all times between the bus and school/home/respite etc

PLEASE REFER TO THE SECTION - Supporting Jennie to keep her healthy and safe

### At Swanbourne - overnight respite

- ❖ To be in a comfortable, safe environment with experienced staff who have received appropriate autism training and understand Jennie's individual needs
- ❖ All staff who come into contact with Jennie must be aware of her plan
- ❖ To see Georgina (Key Worker), Rosie, Sasha or James as they all have a lovely relationship with Jennie and know her really well
- ❖ For Mummy to send a visual timetable if Jennie is staying for a few nights and/or into the following week as this won't be on her weekly timetable at home
- ❖ To know the minibus is coming to collect her for school or that Mummy will collect her during the school holidays
- ❖ To have plenty of art and craft equipment so Jennie can make pictures
- ❖ To watch one video each day of Jennie's choosing
- ❖ To walk to and play in the park, feed the ducks and go to the shops in Edgeley
- ❖ To play in the light sensory room and dance to the music with Sammy
- ❖ To have opportunities to mix and play with the other children
- ❖ To Sleep in a bedroom on her own and listen to the radio (if available) very quietly as she does at home
- ❖ To be ready in plenty of time before the minibus arrives with all her toys or pictures
- ❖ To use the picture symbol programme to encourage Jennie not to wee wee on the floor and respond consistently to this behaviour if it happens

### At Theresa's house

- ❖ To see Theresa, Mark and Kiri once a month and sleep over at their house
- ❖ To know what she will be doing and when she will be going home

- ❖ To choose what places or activities she will be doing
- ❖ To have plenty of art and craft equipment so Jennie can make pictures
- ❖ To watch one video each day of Jennie's choosing
- ❖ Not to let Jennie get too close to the cats as she is allergic to them
- ❖ To join in dancing classes on a Friday night with Theresa's step daughter Kiri

### Community support with Carol H

- ❖ To see Carol twice a month either straight from school or during the school holidays
- ❖ To know she will be going home to Mummy's afterwards
- ❖ To listen to tapes in the car, especially Noddy
- ❖ To choose what activities they will be doing on the day
- ❖ To go to McDonalds or Burger King for tea

### On the Leisure Link 11+ scheme

- ❖ To be supported by Louise, Carol W or Sue as they all know Jennie really well and have worked with her in the past
- ❖ To use a detailed visual timetable to show different activities, the transitions between them and that she'll be going home after
- ❖ To take a favourite toy/book from home and possibly a walkman to listen to her tapes when she is on the minibus
- ❖ To have some colouring paper and pens/crayons if she doesn't want to partake in an activity

## What are the characteristics of the people who support Jennie best?

- |                |                          |
|----------------|--------------------------|
| ❖ Cheerful     | ❖ Patient                |
| ❖ Friendly     | ❖ Calm                   |
| ❖ Smiles a lot | ❖ Tolerant               |
| ❖ Laughs a lot | ❖ Not easily embarrassed |
| ❖ Reliable     | ❖ Likes being outside    |
| ❖ Adaptable    | ❖ Energetic              |
| ❖ Sense of fun | ❖ Confident              |
| ❖ Punctual     | ❖ Trustworthy            |
| ❖ Firm         | ❖ Predictable            |

❖ Accepting

Jennie definitely benefits from being with those who understand her individual needs and how autism affects her. They need to be consistent with their approach and very firm so she will know exactly what is expected of her and what her boundaries are or she will run rings around people!

## **What is working and not working?**

### **Working**

- ❖ Living at home
- ❖ Seeing Daddy every weekend
- ❖ Going to an autism specific school
- ❖ Seeing her friends and family whenever possible
- ❖ Really enjoys her times with Carol W, Carol H and Theresa
- ❖ Going to Swanbourne
- ❖ Seeing Dave's children Chyna, Willow and Autumn most weekends
- ❖ Going horse riding, swimming and trampolining
- ❖ Visual timetables
- ❖ Having the right sort of people working with Jennie (see best characteristics)
- ❖ Routines - daily, weekly and personal
- ❖ Consistency of peoples approach and use of language
- ❖ People understanding how to communicate with Jennie
- ❖ Mum working closely with everyone who works and cares for Jennie to ensure consistency and that they all stay actively involved in her plan

### **Not working/things to think about for the future**

- ❖ Not enough social/leisure activities during the week after school and school holidays
- ❖ Not having many friends
- ❖ Not being independent enough with personal routines
- ❖ Not going to the hairdressers to get her hair cut
- ❖ Not being able to tie shoe laces
- ❖ Not having a visual plan with photos and symbols so Jennie can choose activities/services and be actively involved in her future

## **Questions to answer and things that need doing**

- ❖ Ensure Jennie's family's needs are met through the plan *and they all continue to be supported to care for Jennie at home*

- ❖ Get EVERYONE in Jennie's life, *and those who make important decisions*, involved with her plan and use it effectively to plan appropriate services now and in the future!
- ❖ *Invite Adult Services to Jennie's next review in September 05*
- ❖ Make a visual plan for Jennie with photos and symbols
- ❖ Find ways to help Jennie identify and choose the activities/services she wants
- ❖ Take Jennie to the hairdressers without her getting upset
- ❖ Teach Jennie to tie her shoelaces
- ❖ Teach Jennie to ride a bike
- ❖ Help Jennie to sleep better!
- ❖ Start planning for 16+ education and the most suitable provision
- ❖ Look into adult services and supported living
- ❖ *Arrange for Jennie's circle of support, that came from her last review, to meet up*

## Action planning

### Jennie's first Person Centred Planning Review - 3<sup>rd</sup> Nov '04

Theses are the points that came out of Jennie's first review

WHAT'S WORKING?	WHAT'S NOT WORKING
<p><b>Jennie</b></p> <ul style="list-style-type: none"> <li>❖ <u>Having the opportunities to experience fun activities with children of a similar age and with the right people supporting her</u></li> <li>❖ Visual support/plan/good timetables</li> <li>❖ Living at home</li> <li>❖ Seeing Dad at weekends</li> </ul>	<p><b>Jennie</b></p> <ul style="list-style-type: none"> <li>❖ <u>Not having a visual plan</u></li> <li>❖ Not always having appropriate support to pursue leisure opportunities.</li> <li>❖ Not having enough friends</li> <li>❖ "I want to have more fun at school playing chasing games."</li> <li>❖ "I like hugging people very hard, sometimes too hard!"</li> </ul>

<ul style="list-style-type: none"> <li>❖ Spending time with step sisters Willow and Autumn</li> <li>❖ Spending time with Carol Warburton</li> <li>❖ Being at my review, eating chocolates, hearing good things</li> </ul>	
<p><b>Family</b></p> <ul style="list-style-type: none"> <li>❖ Horse riding once a month with Suzie &amp; Dave</li> <li>❖ Having Dave's children over and days out together</li> <li>❖ Chilling out &amp; time to relax</li> <li>❖ Going to Inscape, Swanbourne - constant comfortable routine</li> <li>❖ The right people working with Jennie</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>❖ Not having enough leisure activities during the school holidays and evenings</li> <li>❖ <u>Canned laughter on the television</u></li> <li>❖ Need more appropriate support in the holidays</li> <li>❖ Not enough independence</li> <li>❖ Personal routines being interrupted which distresses Jennie</li> <li>❖ More support with behaviour</li> </ul>

Others	Others
<ul style="list-style-type: none"> <li>❖ Being relaxed and calm with Jennie, offering choices, providing a clear structure</li> <li>❖ Relaxed atmosphere at Swanbourne works for Jennie, careplans are very interactive, good communication</li> <li>❖ Consistency of approaches, regular people supporting Jennie clearly makes her comfortable</li> <li>❖ That everyone is using and developing Jennie 's plan</li> <li>❖ Information sharing is working and so helps communication</li> <li>❖ Continuity of respite even though Jennie is maturing/changing</li> <li>❖ Direct payments i.e. 1 X 24 hours per month</li> </ul>	<ul style="list-style-type: none"> <li>❖ Getting all adults to walk the walk</li> <li>❖ Not always sure about funding for support staff</li> <li>❖ Not sure if funding priority is guaranteed</li> <li>❖ Not enough time for new staff and Jennie to get to know each other</li> <li>❖ Inconsistency of approaches</li> <li>❖ Quality of communication</li> <li>❖ Jennies preferences are changing and need resources to adapt to these changes so more appropriate activities can be provided</li> </ul>

**This is the Action Plan that came from the review**

Who	Will do what	By when	Completed
Geraint, John, Betty, & Suzie	To meet and agree predictability of what resources are needed in the next 12 months and secure funding	Meeting before 15 <sup>th</sup> December	<i>Dec 04</i>
Gill, Geraint, Carol & Andy	To pass on information to Suzie about people willing to support Jennie over the year to build a positive, consistent approach	14 <sup>th</sup> December 04	<i>Nov 04</i>
Julie	To talk to Rosemary or Mike from Connexions to plan Jennie's 14+ person centred review	5 <sup>th</sup> November 04	<i>Nov 04</i>
Gill	To get copy of Stockport's transition review for Suzie	8 <sup>th</sup> November 04	<i>Nov 04</i>
Gill, Suzie & Lorraine	To meet to discuss how to support Jennie when she isn't happy.	5 <sup>th</sup> November 04	<i>Dec 04</i>

**Jennie's Person Centred Transition Review -**  
**15th February '05**

This transition review was arranged to specifically look at Jennie's immediate and long-term future and how everyone could work together to ensure this happened as smoothly as possible for Jennie and was facilitated by Helen Sanderson. It was structured around three questions: what is possible for Jennie's future, what do we want for Jennie's future and what are we going to do to move this forward? Helen used an approach called Keys to Citizenship, which focused on six keys for the review to apply when thinking about what could be possible and positive for Jennie's future. These were self-determination, direction, money, home, support and community life. Everyone discussed what each key meant and looked at best practice relating to each one.

This is the action plan that came from the Transition Review:

<b>Who</b>	<b>Will do what</b>	<b>By when</b>	<b><i>Completed</i></b>
Suzie, Jon betty	Exploring 16 plus options re swanbourne, community services	Feb 2006	
Suzie , betty	Completed carers assessment	End of march 2005	<i>April 05</i>
Jon, Suzie ,betty	Explore direct payments how it is used and could be increased (no promises) plus look at other income sources	End of April 2005	
All	Invitation to all to join circle of support	End of Feb 2005	<i>Feb 05</i>
Gill, Suzie, Rosie	Final check to see who wants to support Jenny	End of Feb 2005	<i>Feb 05</i>
Circle	Beginning agenda for circle looking at support	First circle gathering	
Jean , Suzie	Explore post 16 education	End of march 2005	<i>Feb 05</i>