

Examples of materials used in workshops with people with a learning disability.

Six-part story worksheet, workshop 1

1. Draw a character. This can be a: Person Animal Mineral	2. Draw what we are going to do. We are going to the Drs to fill in a Re-SPECT form.	3. Draw what kind of help we might need. Do we need easy read? Do we need someone to come with us? Do we need extra time?
4. Draw what might be hard. Is it hard to talk about? Are we worried about it?	5. Draw what the main action is! We are going to fill in the ReSPECT form with the Dr.	6. Draw what we will have done! Are we happy to have filled the form in?

Jam Board game, Workshop 2

The jam-board game was used to encourage the workshop participants to consider different groups' opinions on ReSPECT and the research. Quotes from research interviews and focus groups with the general public, GP's, care home staff, patients and carers were presented to the participants in the workshop and then the participants were asked to match the quotes to who they think would have said it.

Pictures were used on a google jam board to represent the various groups that the quotes were taken from and sticky notes, with the quotes written onto them, were moved around the board and placed next to the picture of whoever the participants thought had said what was written on the sticky note.

Participants in the workshops had an average 60% success rate in guessing correctly, "Who said what?"

The jam board features four illustrations representing different groups: a doctor, a care home, a group of people, and a patient with a carer. The quotes are as follows:

- Doctor:** "If the family is on board it makes the ReSPECT process easier."
- Care Home:** "It helps us to do what they want."
- Group of people:** "The paramedics came last night and because the form was there they managed it at home."
- Patient/Carer:** "I didn't know what the purple form was. I might've thrown it away."
- Quote 1:** "It's really useful to work with patients and their families to know what their wishes are."
- Quote 2:** "I think it's important for families to feel like they are included."
- Quote 3:** "I wouldn't want my children to make these hard decisions. Having the ReSPECT plan makes it easier."
- Quote 4:** "Making sure all staff know what someone wants."
- Quote 5:** "It makes peoples care more person centred."
- Quote 6:** "I wanted the ReSPECT form to say clearly what I wanted to happen."
- Quote 7:** "I've always been very passionate about making sure people's voices are heard."
- Quote 8:** "Being able to talk to people about how ReSPECT works has helped us have that chat."
- Quote 9:** "They would like the ReSPECT form to make a decision to try and keep people out of hospital who don't need to go to hospital."

Stories for worksheet activity, workshop 3



This is Drew. Drew is autistic and has a learning disability.

Drew has been thinking about what would happen to them in an emergency. Drew has some ideas as to what they want and has heard about the ReSPECT form.



This is Ellie. Ellie is Drew's mum. Ellie has a heart condition and has been thinking about what she would want if she needs to go to hospital.

Ellie has looked at the ReSPECT form and has some ideas of what she would want. Ellie is not sure a form would work for her family.



Drew has a good friend called Maggie and a support worker called Nathan.

Drew works for a charity that works with adults with learning disabilities.



Ellie has a husband called Max. If Ellie needed to go to hospital she would want Max to be told before Drew. Ellie worries that Drew would be scared.

Max knows how to keep Drew calm and can help Drew.



Drew has a good friend called Maggie and a support worker called Nathan.

Drew works for a charity that works with adults with learning disabilities.



Ellie wants to be able to share what she would want the Drs to know. Ellie would also like to share how to talk with her family.

Can we think of another way for Ellie to do this?



This is Max. Max is thinking about how he is getting older and wants to make a plan for what would happen to him in an emergency.

Max likes plans. Max has been helping Drew with his ReSPECT process and wants to make his own.



Max loves Drew and Ellie and would want to make sure they are part of any big decisions the Drs and the family want to make.

Max knows that Drew needs to have easy read information and wants to make sure that Drew would be able to understand what the Drs are saying.



Max wants to put Drew's communication needs in his plan but doesn't know how to.

How could Max do this?

ReSPECT Workshop Worksheet

This worksheet is to help you get ideas about how the ReSPECT Process could be made better for adults with learning disabilities.

Before meeting with your Dr to talk about ReSPECT.

Would you like an easy-read guide on the form?

Who would you want to support you?



Before the appointment.

What would you need to know about the place you are going?

Is there anything else you would need?



At the appointment

How much time would you want?

Who would you bring with you?



After the appointment

What do you think you would need?

Would you like a mental health check in?


