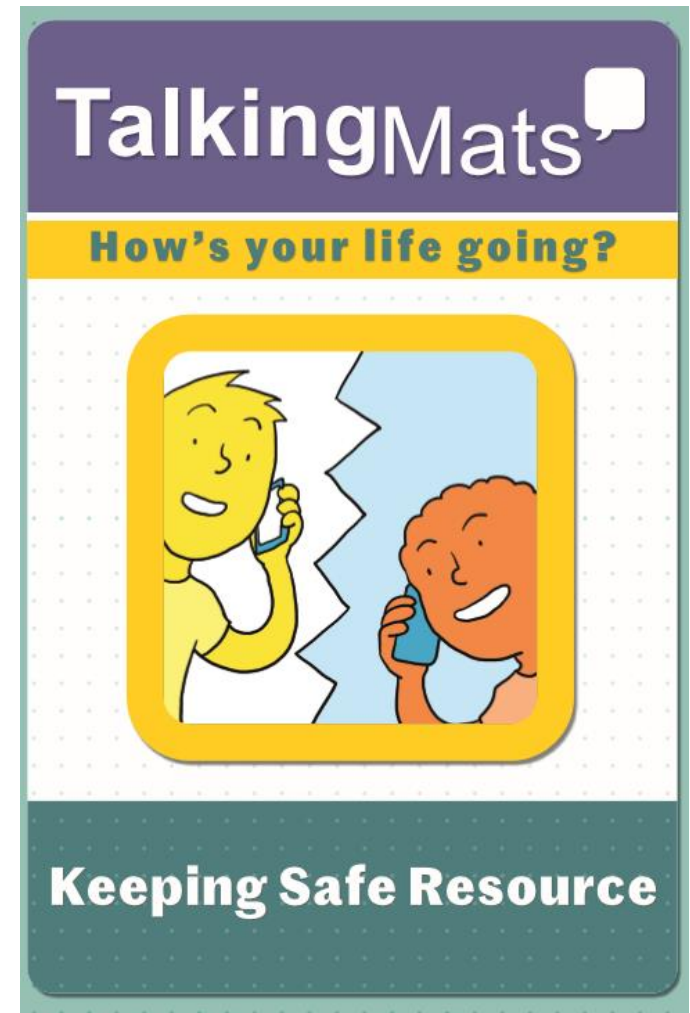


# Keeping Safe

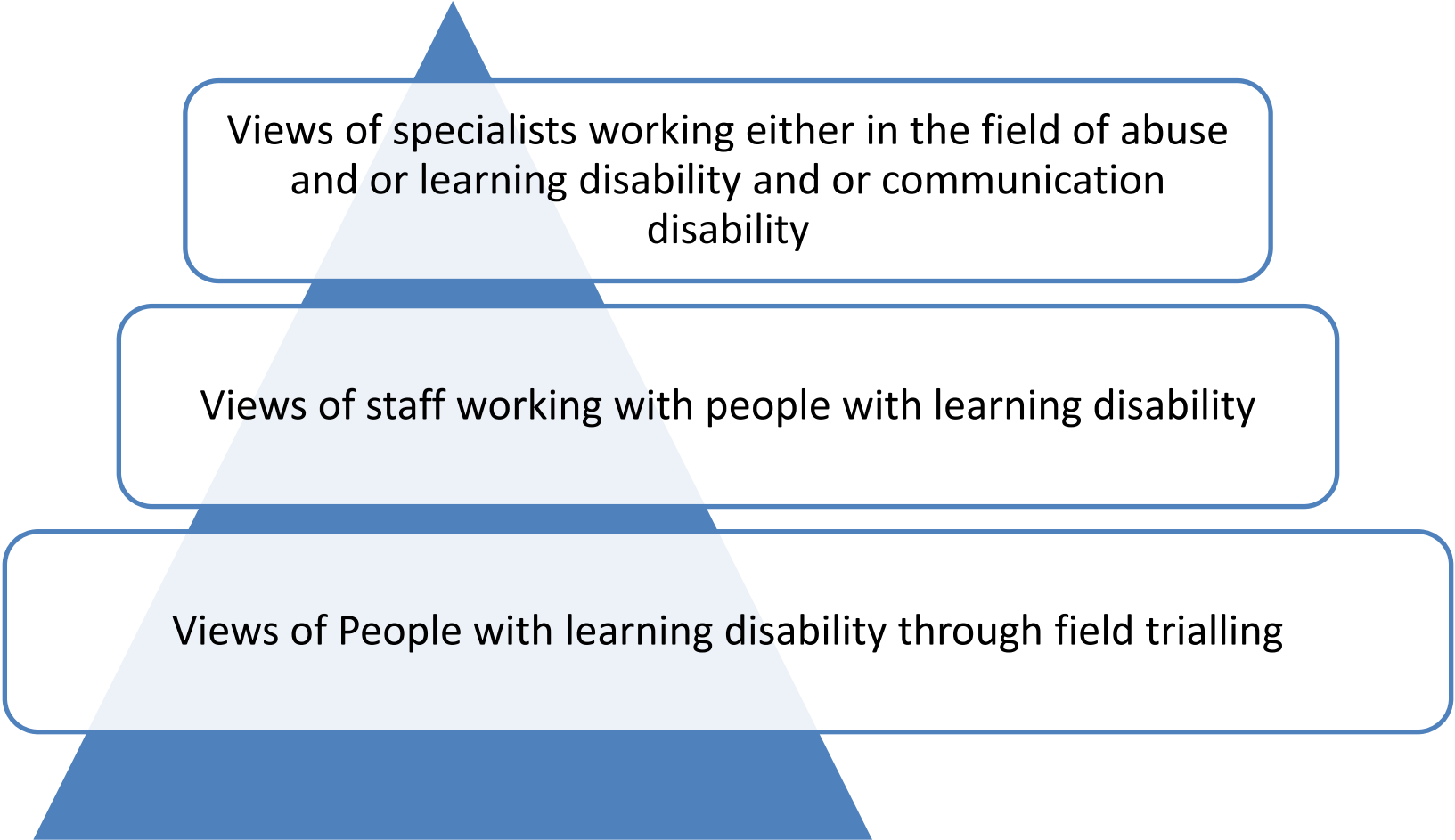
- A bit of background to the Keeping Safe resource and setting the context
- Exploring The Keeping Safe resource including
  - Its structure
  - An example in action
  - Planning outcomes



# Keeping Safe history

- 6 year journey that started in NHS Fife
- Different Funding streams and Partners
  - Survivor Scotland
  - Kingdom Abuse Survivors Project (KASP)
  - Scottish government
- An iterative process – staff ourselves, our artist and people with learning disabilities
- How's it going? Build capacity in small concerns before big concerns

# Development of resource



Views of specialists working either in the field of abuse and or learning disability and or communication disability

Views of staff working with people with learning disability

Views of People with learning disability through field trialling

# Field testing what were the issues examples changes made

Issues	Changes made
<p>Conflict for some people with learning disability between the what they knew about the issue and how it applied to their lives</p> <p><i>e.g 'when asked about smoking and drinking alcohol. One client who didn't smoke or drink wanted to put it under thumbs down symbol indicating that it was a problem for some people '</i></p>	<p>Personalisation check introduced re relevance</p> <p>e.g. smoking , drinking etc.</p>
<p>Top Scale – fine — problem – fine too subtle need a positive top scale</p>	<p>Going well – not going well</p>
<p>Symbols variable response to black and white pictures not clear and not engaging for some participants</p>	<p>Reviewed symbols that more clearly represented specific options</p>


# Other changes

- the need to reduce unnecessary visual details in the symbol and focus on key meaning
- suggesting further options
- the structure and sequence of the resource.
- reducing the number of difficult feelings in the thoughts and feelings topic and adding more positive concepts e.g. 'resilience, like a laugh'

Feed back loop of trial and retrieval

**TalkingMats**

**How's your life going?**



**Keeping Safe Resource**



Well being



Relationships



Thoughts and Feelings

# Training and Resources

- Talking Mats ran 14 courses in 9 health board areas
- 20 Keeping Safe accredited trainers in 8 health boards have so far run 43 courses
- Together over **550 people** who work with adults with learning disabilities in Scotland have been trained and have the Keeping Safe resource





# Your well-being





John video



# Becky's story

- A woman with a diagnosis of Aspergers and generalised anxiety
- Living in her family home
- Referred to Occupational Therapist by her psychiatrist
- Withdrawing from all activities
- Becoming more dependant on family for activities of daily living which assessment showed were skills she had
- Finds it difficult to communicate her needs and express herself
- Could not think about future goals
- Becoming agitated when friends or family are talked about

# Relationship Mat

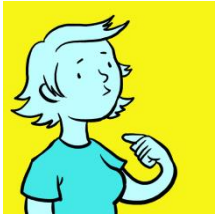


- Social media bullying
- Loss of contact with school friends . She wanted to meet them but her level of anxiety linked to SM comments prevented her from doing this

# Thoughts and feelings- Circle 3



- **Top scale** is different and will need a bit of practice.



- This is me/sometimes /not me –  
choose female or male as appropriate
- A good lead in phrase once you've explained the top scale is
  - 'Where would you put this (on the mat?) e.g. this is about feeling happy –Where would you put this?

# Thoughts and feelings Video examples

- Robert
- Bobby

# Quotes from listeners about information gained

*'It gave so much information which we did not expect.'*

*'allowed needs to be identified that I would not have thought to ask about, such as the smoking and taking drugs.'*

*'This resource gave this gentleman the power to say exactly what he was thinking and not what he thought someone wanted to hear.'*

# Quotes from listeners about supporting expression

- *'allowed this person to disclose things that they were struggling to disclose verbally.'*
- *'It helps with memory and attention as she has something visual to keep her focused.'*
- *'Usually when she expresses her feelings she can get either upset or angry. She did not get upset or angry at any point through doing the Talking Mats, although the subject and things she was saying was at times difficult issues.'*

# Feedback from thinkers

- *'I adore this.'*
- *'Later, when she was getting a lift back home, she said the mats really helped her speak about her feelings. She said it was overall really good and she would like to do Talking Mats more in the future.'*
- She felt more in control, less angry more able to talk.'

Project reports available on [www.talkingmats.com](http://www.talkingmats.com)



# Outcomes and actions



**Choice and Control:** People with learning disabilities are treated with dignity and respect, and protected from neglect, exploitation and abuse.

Explore more views through another mat. Examples of further mats included – relationships, making decisions, feeling safe	11
Develop strategies to respond to or manage difficult relationships	5
Develop strategies to increase personal safety	4
Advocate on behalf of the person so that other people/staff listen and respect their wishes	4
Raise awareness of Adult support and protection legislation	2

# Keeping in touch

- **Free stuff:** <http://www.talkingmats.com/research-consultancy/free-stuff-communication-disability/>
- **Blog:** <http://www.talkingmats.com/category/blog/>
- **Research and consultancy:** <http://www.talkingmats.com/research-consultancy/>
- **Training** – in Australia through Zyteq / accredited trainers and our online



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