Documenting how autistic people grow, develop and learn



Economic and Social **Research Council**



The University of Manchester

Based on research conducted as part of Collaboration Labs at the University of Manchester with and on behalf of SENDCode CIC

> Karen Leneh Buckle PhD researcher in Cognitive Neuroscience University of Manchester

Maria Liashenko PhD researcher in Technology Enhanced Learning University of Lancaster







Research and tool development

Why this was done

The problem

- Traditional measures of success, e.g. employment, education often not suitable
- Difficult to get funding if 'progress' is not shown
- Demoralising for autistic people
- Suggestion from Autistica social care research summit

Approach

- Initiated by SENDCode CIC (Manchester)
- Questionnaire
- BBC & NAT guide
- *Review and involvement by ND* (mostly autistic) young people



Being safe, well and comfortable

This aspect of life is important to me.

No, not at all.

An example from my life

I am satisfied with this aspect of my life.

No, not at all.

Yes, very much.

Things to think about

I have enough food, shelter, and other basic requirements of life. I am protected from sensory overload. I can manage stressful situations. I can meet my sensory needs. I get enough exercise. I have good hygiene. There are reasonable adjustments for me when needed. I get enough sleep.

Yes, very much.



Research process



Preparation

Background research Develop questionnaire

OUTPUTS

ACTIVITIES

Flash cards Presentation Research map



Data collection

Distribute questionnaire Focus group 1 (online) 2

Tool creation Focus group 2 (face to face)

Questionnaire (2 versions) Focus group schedule

Draft assessment tool



Tool development



Evaluation

Commenced piloting by SENDCode

Evaluation questionnaire



Dissemination

Conference presentation

1

1.1

1.1

ł

11

Conference presentation Article



Structure of assessment Modules and features

Baseline selfassessment of importance, satisfaction and examples for each of 11 values.

> Goal setting template to visually represent starting point, goal, steps and support.

Based on the priorities of neurodivergent people. Flexible by being **modular** and **personalised Holistic**, including life skills, wellbeing and social inclusion. **Visualisation** of concepts.

Optional

3 Follow-up assessment of all baseline measures, change over time, and reasons for change.

Repeat as indicated

Reflection on personal progress and meaning-making for the individual's life and future goals.

Clear language and instructions. Adapted for visual processing needs. Straightforward, step-by-step process. Examples provided to aid with open-ended questions without being prescriptive.



Values Areas of life to consider

Having an impact on the world

Accessing my community

Being safe, well and comfortable

Growing, Developing and learning

Communicating and expressing myself



Using the Tool



http://www.autscape.org/2021/programme/handouts/SENDCode_model_tool.pdf

Download the tool to try















Use this space to add photos, screenshots, etc. of what you have made.

Creative output



Reflections on changes in myself

- I have started to appreciate more small and simple things in life.
- I feel empowered by realising that I have more choices in how I see my life situation.
- I now feel more hopeful and see more opportunities ahead.
- I am aware of what matters to me and how it can help me to decide on goals and priorities.
- I redefined what is important for me in life.





http://www.autscape.org/2021/programme/handouts/SENDCode_model_tool.pdf https://www.bbc.co.uk/rd/projects/digital-wellbeing https://nationalautistictaskforce.org.uk/wp-content/uploads/ RC791 NAT Guide to Quality Online.pdf karenleneh.buckle@manchester.ac.uk









