

## Case studies

### Case study: Pia - [Milestone 6](#)

Pia works in a café that is run by people with learning difficulties. She had taken on a variety of jobs in the café, many of which involved practical numeracy. Staff used the Pre-entry curriculum to plan activities around milestone 6. When working as a waitress she was able to bring the right number of cold drinks from the fridge (usually between one and three were requested). When working on the till with a member of staff, she learnt to take the money from customers and put it into the correct sections. She reliably supervised the till and always made sure that it was not left unlocked. When the café closed, she learnt to sort and stack all the crockery and condiments correctly, with no help.

From 'Person Centred Approaches And Adults With Learning Difficulties' (2006) produced by NIACE for the DfES, DfES Publications.

### Case study: Peter - [Milestone 8](#)

Peter has a very specific interest in the weather and is reluctant to be diverted from the topic. Staff used his interest as the focus of a literacy programme, but one which encouraged him not only to access a wider range of information about his interest but also to build other key skills and to share his interests with others. As a non-reader, Peter began by buying a daily paper, finding the weather report and looking at the weather symbols, many of which he already knew. He then gave a daily bulletin to the others in his group. He learnt to access weather reports on the Internet, responding to requests from others to look for weather reports in other parts of the country or world, for example in relation to holiday plans or sports events. Meanwhile, Peter worked on matching weather symbols with their words. He used Makaton symbols as a means of adding new words to his repertoire, so that he could match, pick out, copy and make up sentences he wanted to say. Initially, he used a Wigit (Makaton) program on the computer. In time, he learnt to write a weather report. While he was developing in his specific area of interest, he became more confident in other key areas. His social position in the group improved, as he had a clear role that involved responding to requests from others on a topic that he was interested in talking about. He learnt to travel by himself to the local shop. The new words that he had learnt were useful for other topics and he was able to use his skill on Internet searching for other purposes.

From 'Person Centred Approaches And Adults With Learning Difficulties' (2006) produced by NIACE for the DfES, DfES Publications.

### Case study: A circle of support - [Milestone 5](#)

At the Queen Elizabeth Foundation they ask learners to build a photographic 'circle of support' in which they show (in photographs) who are the important people in their lives. The process of compiling the circle provides a holistic focus for learners to share information and plan for the future within their network of support.

Photos of this resource are available on page 51 of the ['Person Centred Approaches' guidance materials](#).

**Case study: Identifying preferences - [Milestone 3,4,5](#)**

At a day service in London, run by Westminster Learning Disability Partnership and working with Paddington Arts, staff use a data projector to display a wall of different activities. They observe the reactions of learners who communicate non-verbally, as a way of finding out about their interests and preferences. Previously the computer had been in an office and service users had to be invited in to look at their images. When it was moved to a communal area, some service users were able to indicate when and how often they wanted to look at images. But for many service users the traditional computer was not appropriate. It was only when the centre bought a data projector and service users could watch images from where they chose that it became accessible. Projecting images taken of and by the service users themselves has had a huge impact as it has meant that they could be seen and shared by everyone. Rather than learning how to use a computer it has become learning about each other's likes, dislikes and experiences.

From 'Person Centred Approaches And Adults With Learning Difficulties' (2006) produced by NIACE for the DfES, DfES Publications.

**Case study: Recording preferences - Milestone [M3a](#) – [M5](#)**

Staff and volunteers from the Education and Lifelong Learning team in Blackburn with Darwen worked with a small group of learners with profound and complex needs in the Stansfeld day centre. They ran a weekly programme over six months to look at ways of identifying and recording people, places and things that are important to each learner. The end product was a robust A5 landscape file, with laminated, good quality photos. The finished files became a useful communication tool for learners, which linked their lives at home and centre. The completed files have been turned into PowerPoint presentations for use in different contexts. The information will feed into the ongoing process of developing activities at the centre.

Photos of this resource, and of a similar activity used at Exeter College are available on page 51 of the ['Person Centred Approaches' guidance materials](#).

**Case study: Recording responses - Milestone [M2](#) – [M3](#)**

Interactive Development plans custom-made programmes. They have developed a recording sheet so that staff who work with learners who have non-verbal communication can track responses to activities. The recording sheet is accompanied by simple guidelines about strategies to help a learner to engage with an activity. This resource can be seen on page 57 of the ['Person centred approaches' guidance](#).

**Case study: using ICT - [Milestone 8](#)**

At a day centre in Northampton staff did not know the range of skills that Paul had, as he communicated non-verbally and had limited movement. Once his tutors had set him up with a switch and Clicker Plus, they realised that he knew the alphabet. Eventually he wrote a letter and posted it.

**[Person-centred approaches](#)****Case study: Presenting options - [Milestone 3 - 7](#)**

Tendring Adult Community College organises an advice and guidance week during which learners make choices about courses and targets are expressed. This year a person-centred learning plan (PCLP) was at the heart of the week. Before the week itself, tutors worked with learners in lessons on the first parts of the PCLP. Learners were able to talk about their likes and dislikes. Staff became aware how context-specific learner's preferences were – for example, a learner would only express preferences about food when asked in the cookery class. Learners were also very reluctant to answer questions about what they don't like. This again has made staff aware how important it is to encourage learners to develop the concept of choice and the expression of preferences in future sessions.

This resource can be seen on page 71 of the ['Person centred approaches' guidance](#).

**Case study: Presenting options - [Milestone Rtc/7.1](#)**

“One strategy that I am developing to help adults with learning disabilities – particularly those at Pre-entry level – to independently select their learning outcomes on their ILP, is the use of pre-printed labels. The idea of using photographs with large print text was to assist the learners to make their selection independently – most have basic skills at Pre-entry level. I selected a menu of activities and suggested that learners selected the two/three they would most like to do. This also worked quite well and introduced the element of individualisation... the 'menu' assisted the ILP process: it speeded it up and if combined with a 'menu' of potential learning outcomes, it could encourage learners otherwise uncertain about what is required of them”. (Pauline Murray, Blackburn with Darwen College)

This resource can be seen on page 73 of the ['Person centred approaches' guidance](#)..

**Case study: Using photographs in a work context - [Rtc/Milestone 7.4](#)**

Wayne is a 25-year-old man with physical and learning difficulties who lives in the residential Queen Elizabeth Foundation Development Centre. He was not considered to be ready for open employment yet, but staff wanted to find a work-like situation where he could feel important and valued as an initial step towards any work placement. Wayne was interested in helping to make drinks for staff. He helped to create a document on the computer to show photographs of the people working in the different offices of the centre. Staff helped him to make this into a table with columns for drinks. He learnt to understand the table well, and developed the social skills and language required to ask people what they would like and to ask them to fill in the boxes.

This resource can be seen on page 93 of the [‘Person centred approaches’ guidance](#).

**Case study: Sharing information about preferred ways of communicating - [Milestones 1- 4](#)**

Staff at the Adult College in Lancaster work carefully with learners who have complex learning difficulties to capture their preferred means of communication, so that all work consistently together. College staff work with keyworkers, support staff from the learner’s home or family members to identify and interpret responses. This means that motivating activities and choices can be presented during taught sessions at college. Learner observation by staff is used to evaluate the success or otherwise of college courses, and provides evidence of learner responses that help build both the individual’s communication passport and inform the planning and development of provision.

This resource can be seen on page 102 of the [‘Person centred approaches’ guidance](#).

**Case study: Making a communication passport using Boardmaker - [Milestones 2b-4](#)**

At Lindeth College, the speech and language therapist has supported college staff to produce symbol communication passports with learners.

This resource can be seen on page 104 of the [‘Person centred approaches’ guidance](#).

**Case study: Talking about learning - Milestones [4](#) – [8](#)**

At Tower Hamlets College, learners use digital cameras to record visits and project work. When they return they download the photos and show them to the rest of the group on the interactive whiteboard. This is both immediate and motivating and provides a focus for reviewing learning that does not rely on memory. It can also provide evidence of progress.

[Person-centred approaches](#)**Case study: Celebrating success Milestones [4](#) – [8](#)**

At Lilestone Street, a day centre in London working with Paddington Arts, multimedia is now part of many progress reviews. Often learners take the lead and give a presentation about themselves and what they have been doing – this may be projected on to the wall of a meeting room. In this way learners can celebrate successes and feel empowered through taking ownership of their own care plans. For those who do not want to remain in the room for the review meeting, staff may project that person's image onto the wall, and leave the door ajar so that the learner knows that they are the focus of the meeting - an example of multimedia supporting differentiation.

[Person-centred approaches](#)**Case study Asking questions about what's next - Milestones [5](#) - [8](#)**

Lindeth College has identified detailed steps throughout their person-centred learning plan. In this final phase, they have developed questions to guide learners towards decisions about the next step when they leave college.

This resource can be seen on page 135 of the ['Person centred approaches' guidance](#).