

# Jennie

**This plan highlights the things that are important to Jennie to keep her happy, fulfilled, active and safe.**

**It will help everyone who lives, cares and works with Jennie to support her in a consistent and caring way and recognise how to help her make appropriate choices so she can plan and enjoy her own life**

The plan will be a constantly changing record of Jennie's likes, dislikes, needs and wishes with details on how to support practical routines, communication strategies and behaviour programmes. Jennie will have a visual plan that she can understand and in time, hopefully, she will be able to identify the types of services she wants in her life.

Everyone involved in Jennie's life will have a copy of her plan. A master copy will remain in Jennie's home/school communication book in her school bag so comments and suggestions can be added by anyone at anytime in the spaces provided throughout the plan. It is really important that everyone continuously contributes to the plan so it remains accurate, reflects changes in Jennie's life and identifies areas that need action.

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

Dates of amended plans:

**Thank you to everyone who contributed to Jennie's first plan:**

Matt (Brother), Dave (Mum's partner), Nanny & Grandad, Carol, Alison, Lorraine, Theresa, Renee, Carol H, Rosie, Carol W (Friend) & Mum

## Important people in Jennie's life

### Family

Mum  
Dad  
Matt  
Dave  
Chyna, Willow and Autumn  
Nanny & Grandad  
Debbie  
Granny & Grandad

### Friends

Alex - school friend  
Zak  
Joe  
Carol W

## People who work with and care for Jennie

Carol - Teacher  
Louise and Martine - Educational Assistants  
Alison - Speech Therapist  
Lorraine - Minibus Escort  
Theresa - Respite Carer  
Renee - Respite Carer  
Carol H - Community Support Worker  
Rosie, Georgina and Sasha - Swanbourne Gardens overnight respite  
Sue - Inte'great'  
Louise - Leisure Link 11 + Scheme Support Worker

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

Everyone listed above  
Bill Taylor, Head Teacher Inscape House  
Gill Pilkington, Clinical Nurse Specialist, Stockport NHS Trust  
Elaine Murray, Community Support Team, Stockport NHS Trust  
Geraint Hughes, Leisure Link, Stockport CP  
Janine Arnott, Alex's mum  
Jon Carey and Betty Taylor from The Children's Disability Team  
Dr Peter Berchtold, Community Paediatrician at Stepping Hill Hospital

## What people like and admire about Jennie

- ❖ Great sense of humour
- ❖ Very cheeky
- ❖ Loveable
- ❖ Funny
- ❖ Very pretty
- ❖ Infectious laugh
- ❖ Mischievous
- ❖ Affectionate
- ❖ Creative
- ❖ Vibrant
- ❖ Bright
- ❖ Clever
- ❖ Playful
- ❖ Cheers others up
- ❖ Great with things changing
- ❖ Determined
- ❖ Cute
- ❖ Loved by everyone
- ❖ Sociable
- ❖ Sense of fun
- ❖ Beautiful smile
- ❖ Good at communicating
- ❖ Honest
- ❖ Always finds a way to make you laugh
- ❖ Lack of embarrassment
- ❖ Well behaved
- ❖ Full of energy
- ❖ A lovely teenager
- ❖ Polite

## What is important to Jennie now?

### Top tips to keep Jennie happy

- ❖ Jennie loves to draw & colour whenever she chooses and possibly have sellotape, scissors and glue to make collages from magazines and leaflets she will have collected
- ❖ She likes to keep the pictures (colourings or collages) with her and take them out with her or to bed if she chooses
- ❖ Jennie likes to watch one of her favourite videos and dance to the music at the end
- ❖ When out and about Jennie loves to collect one leaflet/magazine, which she may call a "featlet"
- ❖ Jennie really likes Alex, her classmate at school
- ❖ She enjoys seeing Dave's Children Chyna, Willow and Autumn most weekends
- ❖ Jennie likes to go out with Carol W, when it can be arranged, as they always go to one of her favourite places and have lots of fun together
- ❖ She likes to see her friend Zak, when it can be arranged, as they like watching the same videos and playing together

- ❖ 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
- ❖ Jennie likes to flap or tap anything of her choice, 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 loves laughing and enjoys people having a laugh with her
- ❖ She likes to go shopping and choose some sweets or an ice cream of her choice - even in the winter!
- ❖ These are some of the places/activities Jennie likes;
 

Chester Zoo	Blockbuster Video
Blue Planet Aquarium	Trafford Centre
Swimming	Parks with swings and a slide
Bowling	Feeding the ducks
Cinema	Farms
Seaside	Going for a drive when it's dark
McDonalds	Watching waterfalls or fountains
Burger King	

Please add any thoughts, comments or suggestions on top tips for keeping Jennie happy

### 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 going for long walks but can often be 'persuaded' with anything that will motivate her e.g. a trip to Blockbuster or an ice cream if she's a good girl
- ❖ Jennie doesn't like to go to unfamiliar places that are too crowded and noisy
- ❖ 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 and small noisy children. She just needs to be moved away or distracted
- ❖ Jennie doesn't like dogs very much, except those she is used to. She can get agitated if they come running up to her or bark near her

Please add any thoughts, comments or suggestions on top tips of the things Jennie doesn't like

### Top tips for keeping Jennie safe

- ❖ 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. Be watchful near cars, roads and be aware of strangers
- ❖ Jennie has in the past tried to 'escape' from buildings and playgrounds at school so ensure that all **windows, doors and gates are locked** and secure and **1:1 support is available** in any situation that may be a risk
- ❖ Be aware of the things Jennie doesn't like

Please add any thoughts, comments or suggestions on top tips for keeping Jennie safe

## Top tips about Communication

- ❖ 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
- ❖ 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"
- ❖ Jennie needs to know that people understand how she communicates and that they respond appropriately. She will say comfort phrases like "Well done Jennie", "All right Jen", "What's the matter" or "What's wrong Jen". She will want you to repeat it back so she can hear you comforting her
- ❖ If Jennie says things like "radio on" when she's going to bed or "Mummy's tonight" she's really checking out that it's ok to listen to the radio or that she's sleeping at Mummy's. You should repeat back what she's said to reassure her

- ❖ Don't say "Come on" this phrase is a real trigger for Jennie and she will get really agitated and repeat it several times.
- ❖ Jennie is going through puberty at the moment and can be quite moody and more intolerant than usual. It is really important that everyone bears this in mind when dealing with her and remembers the tips in the points above. In her home/school communication book, which is kept in her school bag there is a section to record Jennie's moods, any emerging pattern may help predict when Jennie is close to starting her periods
- ❖ Jennie's home/school communication book provides a brief daily account of what has been happening in Jennie's 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. It also has a section to write details of her visual weekly planner from home which can then be replicated at school to provide consistency 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 in her school bag, the photographs, pictures and symbols help Jennie to comment on what she's done

Please add any thoughts, comments or suggestions on top tips for communication

## **Routines and practical information**

### **In the morning -**

- ❖ Jennie needs help to have a wash using soapy water and a flannel. Encourage her to wash her face, under her arms and private parts. She will dry herself and put deodorant spray on with prompting
- ❖ Jennie will need help to put Diprobase 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
- ❖ Jennie needs encouragement to clean her teeth properly and will rush if you don't count to ten slowly with her, let her spit the toothpaste out and then repeat again counting to ten slowly

### **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
- ❖ Jennie needs to wash her hair every other day in the shower but doesn't like doing it. Keep a towel handy in case she gets water or shampoo in her eyes. She will say "Make it dry" if this happens
- ❖ Cleaning teeth - 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
- ❖ 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 a habit
- ❖ Sometimes Jennie wakes during the night and is upset and cries. She may have had a nightmare and will need comforting

Please add any thoughts, comments or suggestions for routines and practical information

In 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 (which she might call featlets). She will collect lots if allowed and she should be encouraged to only choose by saying, "Just one leaflet"
- ❖ Jennie is independent using the toilet but sometimes needs reminding to wash her hands
- ❖ Jennie doesn't like having her hair/nails cut. Mummy cuts Jennie's hair/nails at home
- ❖ Jennie is going through puberty and may start her periods any time. A programme has been circulated to everyone who lives, works and cares for Jennie so when she does start her periods she will know how to manage them practically and understand as much as she can about what is happening to her body. A copy of the programme is in Jennie's home/school communication book in her school bag along with a toilet bag containing sanitary pads and wipes etc

Please add any thoughts, comments or suggestions for routines and practical information

## Food -

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

- |                                  |   |
|----------------------------------|---|
| Apples                           | Chips                                     |
| Oranges                          | Boiled or roast potatoes with the skin on |
| Pears                            | Cheese                                    |
| Grapes                           | Chicken                                   |
| Dry bread                        | Beef                                      |
| Dry cereal (likes variety packs) | Sausages                                  |
| Raisins                          | Sausage rolls                             |
| Carrots                          | Gravy                                     |
| Peas                             | Chilli                                    |
| Sweetcorn                        | Spaghetti bolognaise                      |
| Cucumber                         | Yoghurts with no bits in                  |
| Peppers                          | Ice cream & lollies                       |
| Cherry tomatoes                  | Choc-ices                                 |
| Pasta in a tomato sauce          | Milkshakes                                |
| Noodles                          | Fizzy flavoured water                     |
| Rice                             | Cup of tea (no sugar)                     |
- ❖ 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 now".

Please add any thoughts, comments or suggestions on food routines

## Communication and behaviour support chart

What is happening	What Jennie does/says	What we think it means	What others should do
Watching television	Gets very upset and frightened when she hears canned laughter and clapping. 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	Turn the television off, reassure her and distract Jennie as soon as possible or it may take a while for her to calm down Sometimes Jennie will go upstairs or to another room and seems to cope quite well but let Jennie take the lead each time
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. Drink 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	Give Jennie plenty of space to calm down in her own time. <b>Do not intervene</b> as this will make Jennie much worse, even if she is hitting herself or pulling her hair. When she starts to calm down she may want a cuddle and lots of reassurance. She may say, "Alright Jen" and you should repeat it
In bed	Picks the skin on her head and/or bottom	Self-stimulating/harming  Possibly habitual	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 in her bedroom when she's arranging her toys	Gets angry and frustrated when her toys don't balance on top of each other or upside down	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. Be very firm and tell her to, "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 or have wind	Ask her if she needs the toilet as this is usually what it means
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

Please add any thoughts, comments or suggestions for the communication chart

## What to know or do to keep Jennie healthy and safe

- ❖ 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. Be watchful near cars, roads and be aware of strangers and constantly praise her by saying, "Jennie, good linking arms"
- ❖ Jennie has in the past tried to 'escape' from buildings/playgrounds at school so 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
- ❖ Jennie needs prompting to wash her hands after going to the toilet, have a wash, shower, hair wash and clean her teeth
- ❖ Jennie needs Diprobase cream on her face if her skin is dry. This will be in the bathroom at home and in Jennie's overnight bag
- ❖ Jennie may pick her skin sometimes, usually her scalp or bottom and she tends to do this in bed during the night. She needs to be discouraged from picking by showing her visual symbols at bed time
- ❖ 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 Diprobase cream on her face. These will be in the medicine cabinet at home and at Theresa's house
- ❖ Jennie has Omega 3 Fish Oil capsules cut open and squeezed onto a teaspoon at breakfast time. She doesn't like taking this so give Jennie a milkshake to drink at the same time. They will be sent to her Dad's or overnight respite if Jennie is there for more than one night. It doesn't matter if Jennie misses taking them for one day

Please add any thoughts, comments or suggestions on keeping Jennie healthy and safe

## To be successful in supporting Jennie she needs

### At home

- ❖ To see Mummy, Matt and Dave every day
- ❖ To look at her weekly visual timetable every Sunday night so she can see what will be happening every day and where she will be sleeping
- ❖ To choose and watch one of her favourite videos each day and dance to the music at the end of the video
- ❖ To be able to draw & colour and have sellotape, scissors and glue to make collages from magazines and leaflets. There is a set of drawers at the kitchen table where Jennie keeps all her colouring equipment and paper
- ❖ To be able to keep her pictures (colourings or collages from magazines and leaflets) with her and take them out with her or to bed if she chooses
- ❖ To laugh and enjoy people having a laugh with her
- ❖ To choose and listen to any of her read-a-long and music tapes in her bedroom
- ❖ To play with her Leap Pad (electronic talking books) and read any of them 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
- ❖ 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!
- ❖ 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
- ❖

Please add any thoughts, comments or suggestions on what Jennie needs

### At her Dads

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

Please add any thoughts, comments or suggestions on what Jennie needs

### 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
- ❖ To be taught by Carol every day as she understands Jennie really well, knows how to meet her needs 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 time table, 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 Alison, Speech Therapist and Carol to work closely together

- ❖ That her Educational Assistants Martine and Louise (who has a special relationship with Jennie) work closely with Carol
- ❖ To see her classmate Alex, Jennie's best friend
- ❖ 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
- ❖ 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

Please add any thoughts, comments or suggestions on what Jennie needs

### On the minibus going to and from school

- ❖ To have Lorraine as an escort since she has been trained, understands autism and Jennie's individual needs and can keep her safe
- ❖ For Lorraine to be actively involved with Jennie's plan
- ❖ To sit in the same seat every day which Jennie will choose
- ❖ To have the traffic lights symbols to help Jennie wait when the minibus stops at traffic lights
- ❖ 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 between the bus and school/home/respice etc

Please add any thoughts, comments or suggestions on what Jennie needs

### At Swanbourne - overnight respice

- ❖ 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 and be actively involved with it
- ❖ To see Georgina, Rosie or Sasha 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 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

- ❖ To have opportunities to mix and play with the other children

Please add any thoughts, comments or suggestions on what Jennie needs

### At Theresa's house

- ❖ To see Theresa once a month and sleep at her house
- ❖ For Theresa to be actively involved with Jennie's plan
- ❖ To know what she will be doing and that she will be going home
- ❖ 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

Please add any thoughts, comments or suggestions on what Jennie needs

### At Renee's house

- ❖ To go for two tea visits every month straight from school
- ❖ For Renee to be actively involved with Jennie's plan
- ❖ To be collected and taken home by Mummy or Dave
- ❖ To look at the picture on the wall of the girl and the animals
- ❖ To watch one video of Jennie's choosing
- ❖ To cuddle up on the sofa with a blanket over her
- ❖ Jennie will not always eat her tea, but will pick at things she likes

Please add any thoughts, comments or suggestions on what Jennie needs

### Community support with Carol H

- ❖ To see Carol twice a month either straight from school or during the school holidays
- ❖ For Carol to be actively involved with Jennie's plan
- ❖ 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

Please add any thoughts, comments or suggestions on what Jennie needs

### With Inte'great' -

#### Annual three-day holiday

- ❖ To be supported by Sue who understands about autism, has had appropriate training and has supported Jennie before
- ❖ For Sue to be actively involved with Jennie's plan
- ❖ To have a visual timetable of where she will be staying, all the activities on offer and when she will be going home
- ❖ To have plenty of art and craft activities on offer if Jennie decides she doesn't want to join in certain activities; pens, crayons, plain paper, old magazines, scissors, glue, sellotape etc
- ❖ To have a disposable camera so Jennie can share with Mummy pictures of the activities she has enjoyed and use them as a reminder for the next holiday

#### Horse riding

- ❖ To go horse riding with her friend Joe, Dave & Mummy once a month
- ❖ To eat marmite sandwiches on the way home in the car with Joe

Please add any thoughts, comments or suggestions on what Jennie needs

### On the Leisure Link 11+ scheme

- ❖ To be supported by Louise since she understands autism, has had appropriate training and knows Jennie well
- ❖ For Louise to be actively involved with Jennie's plan
- ❖ 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

Please add any thoughts, comments or suggestions on what Jennie needs

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

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

Jennie definitely benefits from being with people who understand her, are consistent with their approach and are very firm with her. She will know exactly what her boundaries are and will not run rings around people!

Please add any thoughts, comments or suggestions on the characteristics of people supporting Jennie

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

### **Working**

- ❖ Living at home
- ❖ Seeing Daddy every weekend
- ❖ Going to an autism specific school
- ❖ Seeing her classmate Alex
- ❖ Really enjoys her times with Carol W, Carol H, Theresa and Renee
- ❖ 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

### **Not working**

- ❖ Not enough social/leisure activities during the week after school
- ❖ Not seeing Alex in the school holidays
- ❖ Not being independent enough with personal routines
- ❖ Not going to the dentist regularly (she sees a dentist at school)
- ❖ Not going to the hairdressers to get her hair cut
- ❖ Not being able to tie her shoe laces
- ❖ Not having a visual plan with photos and symbols so Jennie can choose activities/services and be actively involved in her future
- ❖ Not enough working together, and with Jennie, to plan and choose activities/services for the future with everyone who works and cares for her

Please add any thoughts, comments or suggestions on what is working/not working

## What is important to Jennie for the future?

- ❖ To see Alex, her classmate in the school holidays
- ❖ To arrange more leisure activities; regular trampolining and swimming

Please add any thoughts, comments or suggestions on what you think may be important to Jennie for her future

## Questions to answer

How to:

- ❖ How to include Jennie in her planning meetings
- ❖ Ensure Jennie's family's needs are met through the plan
- ❖ Get EVERYONE in Jennie's life involved with her plan and use it effectively to plan appropriate services now and in the future!
- ❖ Make a visual plan for Jennie with photos and symbols
- ❖ How to ensure Jennie doesn't try to escape/run away in certain situations at school
- ❖ How to see her classmate Alex in the school holidays
- ❖ Arrange more leisure activities for Jennie
- ❖ Find ways to help Jennie identify the activities/services she wants
- ❖ Help Jennie to make appropriate choices
- ❖ Take Jennie to the dentist on a regular basis
- ❖ Take Jennie to the hairdressers without her getting upset
- ❖ Teach Jennie to tie her shoelaces
- ❖ Help Jennie to sleep better!
- ❖ Make programmes with symbols for some personal routines to promote Jennie's independence and reduce adult prompting; washing, brushing

teeth, putting on her bra, getting dressed and snacking between meal times

- ❖ Start planning for 16+ education and the most suitable provision
- ❖ Look into adult services and supported living

Please add any thoughts, comments or suggestions for questions to answer

### **Action planning**

Arrange a review meeting with Social Services and invite everyone involved in Jennie's life to discuss the plan or to give their written thoughts, comments and suggestions on it.

Consider whether the needs of Jennie's family are consistent with this plan.

At the meeting make a list of actions -

What needs to be done?

Who will be responsible?

When it needs to be done by?

Please add any thoughts, comments or suggestions on action planning