



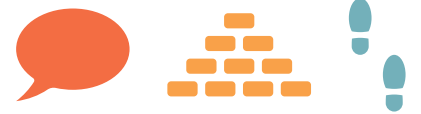
# Time to Talk Next Steps Scotland

## Summary Report: Easy access version

(For anyone that doesn't want to read lots and would rather see more images)

### What was Time to Talk Next Steps Scotland?

Time to Talk Next Steps Scotland was a programme trialing online support for young people aged 16-25 with additional needs in Scotland: **hearing their voice**, **building confidence** and **supporting transitions**.



The programme also wanted to give parents time to talk. A number of parents did take time to talk with Donna at Contact (one of the organisations that helped deliver the programme) and found it useful. We would have liked to talk to more parents because we want to learn more about how to make that work better for parents and families.

The programme was delivered by:

**The National Development Team for Inclusion** (NDTi) in partnership with **Children in Scotland** and **Contact**, funded by The National Lottery Community Fund.



The programme was to improve “transitions” – a term used to describe when a young person is making a change, but it is usually used when talking about:

***“Finishing school and what to do next.”***

Time to Talk Next Steps Scotland helps to **untangle the transitions process**.



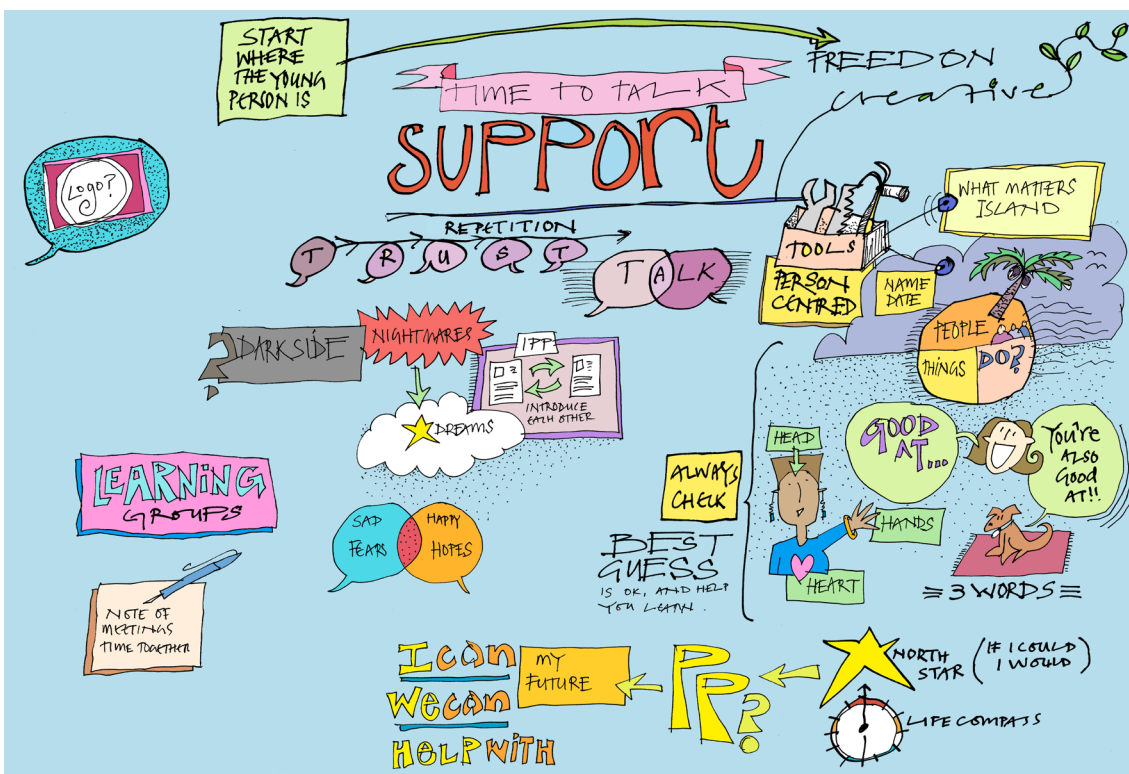
It can help you look at what's possible, understand your strengths and try something new.

It can also help others to understand how you feel.

We designed the programme by seeing **how it worked in England**. We then asked Scottish young people and their parents and carers “what would work best in Scotland?” This is called “co-production.”

The co-production meetings were recorded by a man called Jon Ralphs who drew what everyone was talking about. This is called “graphic recording”.

In the pictures below you can see some of the main things that were talked about. Graphic recording helped us to remember the key things that we needed to do in the project without having to read through lots of written stuff!



Graphic recordings by Jon Ralphs

## Who we reached



There were **38 requests for support**

- **Five requests didn't get any direct support**, but were given information of people who could help.
- **33 received support.**
- **20 requests** for support came from parents, carers, or family members, **six** came from professionals already supporting the young person, and **seven** from young people themselves.



**Age of young people receiving support from the pilot**

16 years: **8**  
17 years: **12**  
18 years: **5**  
19 years: **3**  
20 years: **4**  
24 years: **1**



**Gender**

**23 male** (includes transmale)  
**9 female** (includes transfemale)  
**1 undisclosed**



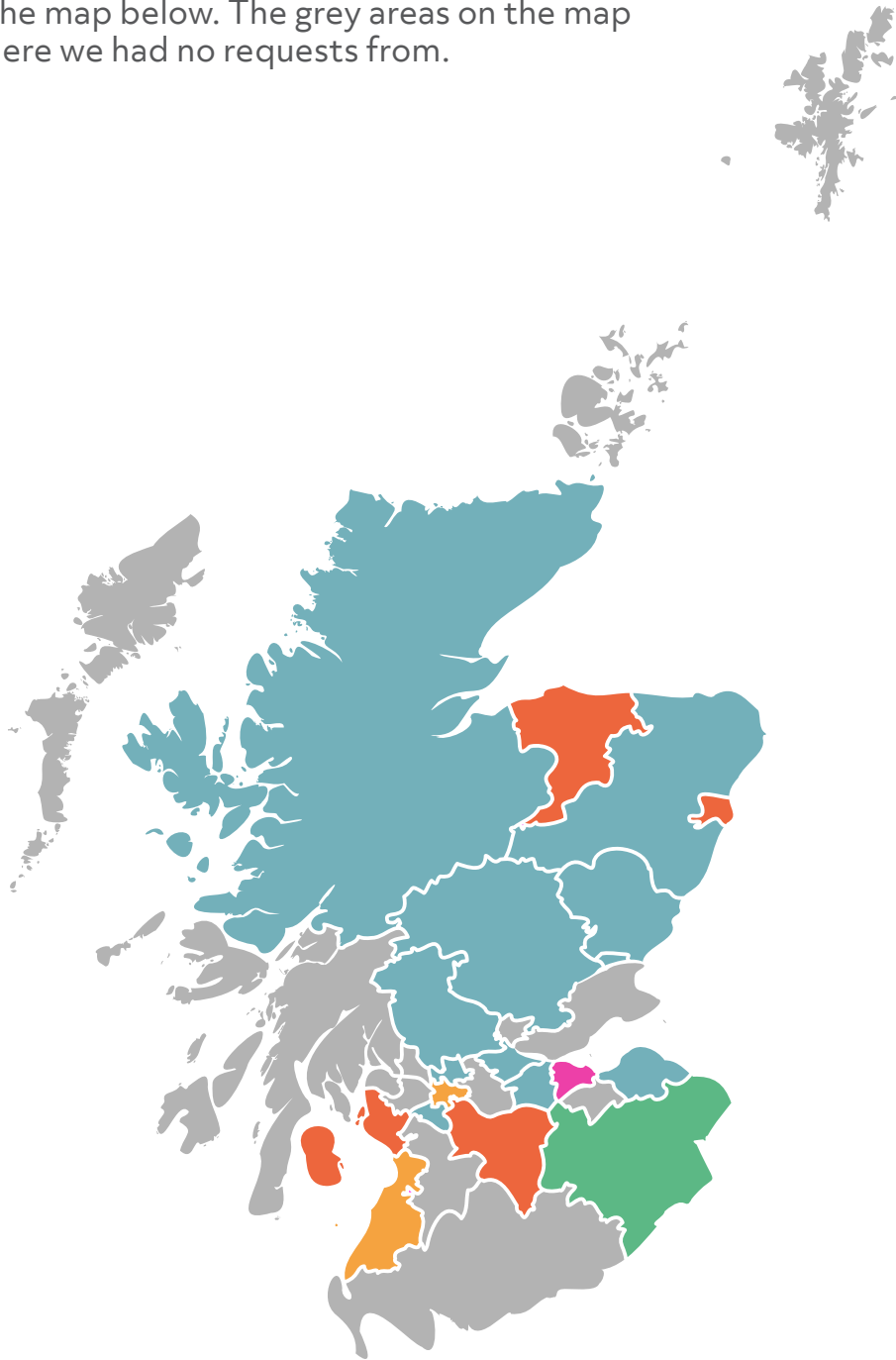
**Ethnic background**

**29 White** (Scottish/British)  
**2 African**  
**1 Mixed race**  
**1 Scottish Pakistani**



## Where did Requests for support come from?

Requests for Support came from all of the areas marked on the map below. The grey areas on the map are areas where we had no requests from.



1

Aberdeenshire  
Angus  
Dundee City  
East Dunbartonshire  
East Lothian  
East Renfrewshire  
Falkirk  
Highland  
Perth and Kinross  
Stirling  
West Lothian

2

Aberdeen City  
Moray  
North Ayrshire  
South Lanarkshire

3

Glasgow City  
South Ayrshire

6

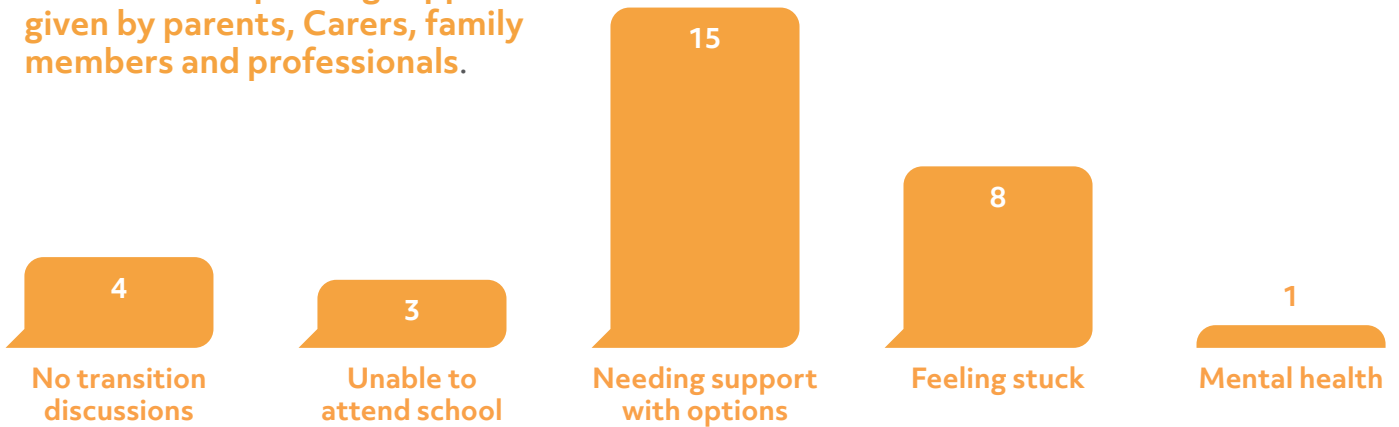
Scottish Borders

7

City of Edinburgh

# What were the main reasons for requesting support?

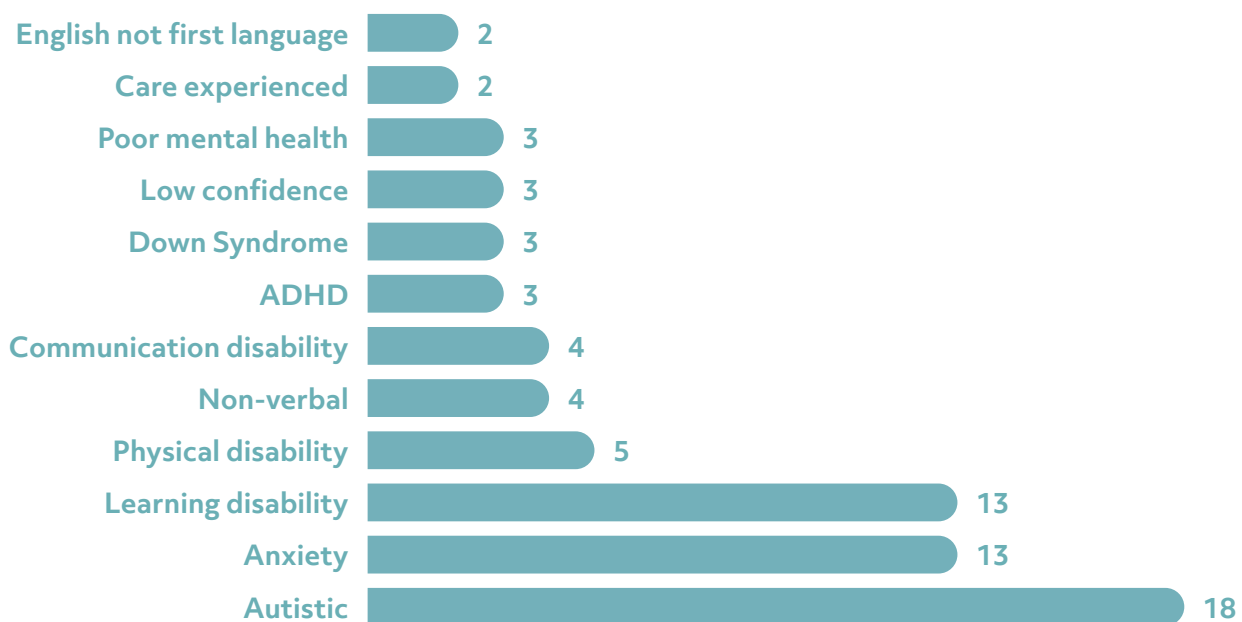
Below is a chart showing the main reasons for requesting support given by parents, Carers, family members and professionals.



Right is a chart showing the main reasons for requesting support given by young people.



Below is a graph of the additional support needs young people in the programme from those who told us this information.



# Associates

Each young person who got support from the programme worked with an “associate”.

Associates were people who worked directly with young people. They were all really experienced in communicating with young people and made sure that every young person had control over how they wanted to work together. They also talked to parent’s or carers to make sure that they knew what the young person wanted.



Marie



Parisa



Robert



Ross



Sandra



SJ



Susie

The associates adapted how they worked to suit the young person. Sometimes they would use images and pictures, sometimes they would just talk, sometimes they would just listen ... but they always made sure that the young person was completely at the centre of what they wanted to do.



## How did we do and what did we find out?

What Matters Island is a visual tool designed by NDTi to help young people talk with their family, carers and any paid supporters to coproduce a simple plan in preparing them for adulthood. Visit [ndti.org.uk/resources/publication/what-matters-island](https://ndti.org.uk/resources/publication/what-matters-island) to find out more.

Some associates used this tool when working with young people on this project.

We have changed some of the headings on What Matters Island to help explain what we found out from our experience of delivering the project.



## What people had to say about the programme

*"I'm impressed with the service, even though things have been put on hold for a wee while. It's not often someone can make me feel at ease within the first meeting."*

(Young person)

*"The service itself is very helpful and Sandra was great at trying to get X to engage. She was very understanding that his attention span was limited and took it very much at his pace. She tried a number of techniques to get him thinking about what he wanted to do next."*

(Parent talking about support for their son)

*"I think you have been absolutely fantastic you have treated X with upmost respect and see her as someone who is capable. That then gives her the confidence to say what she wants to and to participate. I wasn't even sure if the project would allow someone with complex communication needs on to the project. I have appreciated the opportunity and your attitude has put any doubts I had to the side"*

(Parent talking about support for their daughter)

*"Sandra has assisted me in asking the questions around support and actively signposting to charities as well as thinking outside the box for options for X. I would welcome her continued assistance over the next six months of his transition so that both she and I can (hopefully) see it through to a positive outcome." X adds: "The nice lady with the dogs!"*

(Parent talking about support for their son)

*"Thank you so much for all the work and correspondence you have done for us, for X. This will be what X needs, to get back into doing something that will make her feel that she has got an aim in life."*

(Parent talking about support for their daughter)

*"Having X speak to you for almost 30 minutes, on his own, in the first meeting shows how switched on you are. It's very clear to us that you pick things up very quickly and are able to articulate this very clearly and concisely to us and, more importantly, X."*

(Parents talking about support for their son)