



**Speech and Language Therapy:
Maximising Impact**

**Important to Me: Connor Goes
Swimming**

RCSLT Conference

27th and 28th September 2017

Welcome

Set the scene - where this work came from
and why

Storyworlds Life – who we are and what we
do

Experience this Tool for Change - how it
works

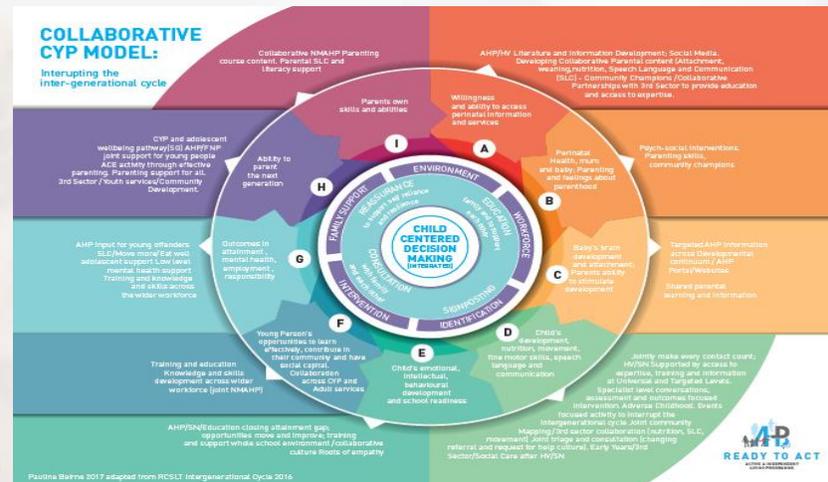
Our story



August
2016

What we wanted/what we did

- *A change in the conversation at the point of Request for Help
- *A focus on relationships as critical to achieving well-being outcomes
- *Funded development of **Important to Me**
- *Funded pilots through NES AHP Fellowships
- *Funded pilots of synergy learning



STORY
WORLDS
LIFE

Storyworlds Life - About us

Storyworlds Life is a social enterprise committed to strengthening support around the child, young person or vulnerable adult so they can be healthy and happy.

We bring together individuals, families, communities and organisations who are interested in addressing an area of concern.

Our approach helps people collaborate more effectively by sharing different perspectives, identifying what's important and agreeing on what needs to change.

Collaborative and sustainable approach to social change

Income generated by...

Tools for Change - Development is funded through grant funding, commission or sponsorship.

Preparation Training - anyone interested in using the Tool for Change pays for a 1, 2 or 3 day training (depending on their needs).

Licensing - Annual licence gives access to all Tools for Change. Of interest to organisations with multiple services, or individuals with a full-time training role or who work as freelance consultants.

Income funds social benefit...

- two **free places** offered on all training to broaden access.
- continued **updates, wider dissemination and support** of the work
- tailor made **support packages** with voluntary sector partners, in response to the needs of the individuals and families whose interests they serve.

Important to Me - Tools for Change

Each Tool for Change is made up of a Storyworld – a dramatized story told through audio and photographs - and a User Guide of questions and activities.

The stories show situations where there could be a health or wellbeing concern. As the story unfolds, you learn about the characters, their relationships and situation.

By relating the story to your own and others' experience, you can understand what's important and how outcomes could be improved by making changes.

Important to Me: Connor Goes Swimming



Supports professionals and families to create more equal and supportive relationships in which the needs of the child or young person is central:

- Control is shared
- Assessment of risk is negotiated
- Action is shaped by what is most important to the child or young person and their family
- Self-management, resilience and independence are promoted in the way that support is provided

Connor Goes Swimming - Scene overview

Scene Title	Length
Scene 1: Connor Wolfe and his Family	(3 mins)
Scene 2: The Headteacher Phones	(3mins)
Scene 3: A late Night Call	(4 mins)
Scene 4: Mira Phones Julia	(7 mins)
Scene 5: A Call from Children's Services	(5 mins)
Scene 6: An appointment with Ben	(12 mins)
Scene 7: Myra calls Sandie	(4 mins)
Scene 8: Julia Calls Myra	(5 mins)
43 minutes running time	

Important to Me: Connor Goes Swimming Pilot Sites

Three pilot sites undertaking three day preparation programmes:

- Tayside
- Fife
- Grampian

Bringing together a collaborative network of people (health, social care, voluntary sector, education, parents and families) to work together to use the tools to influence services locally.

Lets have a go.....

- explore how relationships often are and how they need to change.
- experience how people can use this learning process to say what's important to them and to listen to what's important to others.
- explore how stories can be used to explore connections between values, attitudes, behaviours and outcomes.

Important to Me: Connor Goes Swimming

Connor is a 7 year old boy who has become unhappy at school.

His family tries to understand what's happening and get the support he needs with the help of the school and health services.

This dramatized story enables you to explore key issues of motivation, listening, support, expertise and outcomes through the experiences of Connor, his family and the professionals providing services.



Experience/describe/analyse/learn/act

Exploring the family dynamics

Scene 1

Its Saturday afternoon and Connor and his dad have just been out to the park. His mum is finishing a piece of writing for work.



Experience/describe/analyse/learn/act

Exploring the family dynamics

What are your immediate thoughts and feelings?
(share with person sitting next to you)



Experience/**describe**/analyse/learn/act

Exploring the family dynamics

How well are Julia and Mike doing as parents?

What are their values?

What attitude do they each take to parenting?

How do they behave –what do they do as parents in this situation?

What is the outcome for Connor, for Julia, for Mike?



Experience/**describe**/analyse/learn/act

Exploring the family dynamics

Activity - Walk in My Shoes

Choose one of the characters – Mike, Connor or Julia and answer the following questions from this character's point of view

What is happening to me?

What do I feel?

Why do I feel that way?

What do I want?



Experience/**describe**/analyse/learn/act

Exploring the family dynamics

- What was that exercise like?
- Did it alter your views of the characters and situation?



Experience/describe/**analyse**/learn/act

Exploring the family dynamics

Earlier we thought about how Julia and Mike behave as parents in this situation and what the outcomes are for all three of them.

So - now consider:

What could Mike and Julia do differently that would create better outcomes for all of them?



Experience/describe/analyse/**learn/act**

Exploring the family dynamics

- What connections do you make with your own experience?
- What significance does this scene and our discussion have for you?
- What would you do differently as a result?



Making a Difference

“I’d like to show that scene to my husband because that’s exactly how he behaves and it really affects our son but we can’t talk about it. If he saw it, maybe he would listen.”

Graduate from Partners in Policy

Experience/describe/analyse/learn/act Exploring family/practitioner dynamics

Scene 7

A letter prompts Mira to phone Sandie the speech and language therapist who has been working with Em for several years..



Experience/describe/analyse/learn/act Exploring family/practitioner dynamics

What are your immediate thoughts and feelings?
(share with person sitting next to you)



Experience/**describe**/analyse/learn/act

Exploring family/practitioner dynamics

What is happening in this scene?

What impact do you think this letter has had on Mira? Why?

What is important to Em, Mira, Sandie and to and language services?



Experience/describe/**analyse**/learn/act

Exploring family/practitioner dynamics

How could the process of discharge have been handled better?



Experience/describe/analyse/**learn/act** Exploring family/practitioner dynamics

What connections do you make with the discharge process in your own service?

What do you think works well?

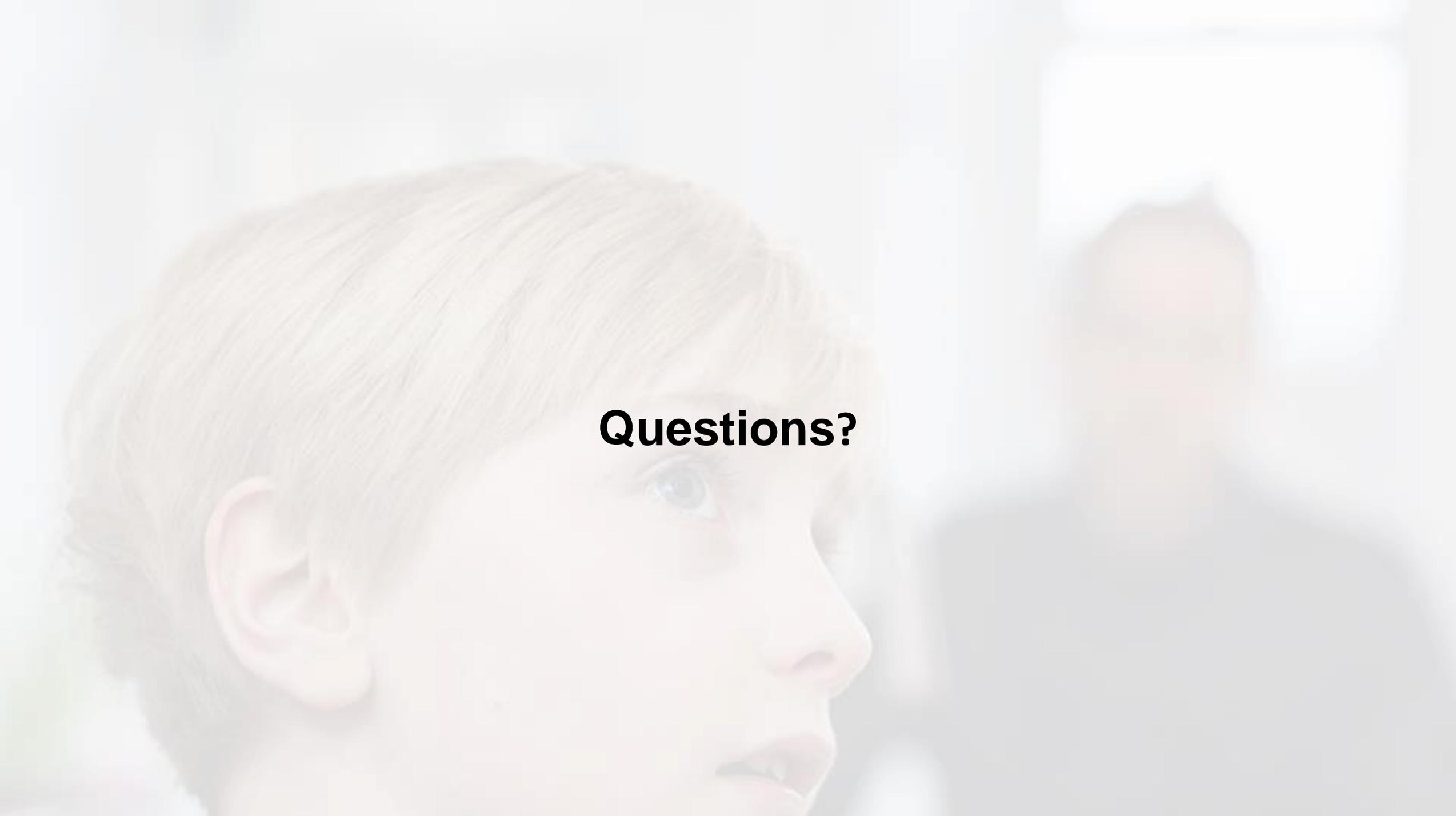
What changes would you like to make?



Making a Difference

“By contributing my daughter’s story to Important to Me I know that our experience is making a difference. Because of that I felt confident enough in my meeting yesterday with my NHS allied health professionals to say ‘trust has completely broken down and we need to do something about it’ and this opened up a good conversation – an one hour meeting became a two hour one!”

Parent contributor – Partners in Policy-Making

A young boy with short brown hair is shown in profile, looking towards the right. He has a thoughtful expression, with his mouth slightly open. The background is heavily blurred, showing a person in a dark shirt in the distance. The overall lighting is soft and natural.

Questions?