Digital Stories

Using Digital Stories as a Method for Developing Students’ Understanding and Recording of Service Users’ Views.
Nothing about us, without us
• History of people with learning disabilities.
• Teaching on one page profiles and person centred planning
• Use of digital stories to reflect on the voices of people who use services.
Here is a link to ‘Out of the Shadows’ a clip from the Shabang theatre group for Down Syndrome day 2015

https://www.youtube.com/watch?v=X9EbKV5yWMk
A one page profile has three sections:

- Appreciation (what we like and admire about the person)
- Important To (what is important to the person)
- How to best support the person

( http://bringingustogether.org.uk/but-projects/one-page-profiles/ )
### Billy

<table>
<thead>
<tr>
<th>How I communicate</th>
<th>How I like to be supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>I walk very fast when I’m upset</td>
<td>Please talk to me in a quiet voice</td>
</tr>
<tr>
<td>I take turns blowing bubbles with staff</td>
<td>Please give me time to do the things you ask me to do</td>
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<tr>
<td>I know well</td>
<td>Please don’t make me sit down when I’m upset</td>
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<tr>
<td>I will sit down for 2-3 minutes when I am calm</td>
<td>Please let me eat at a table by myself</td>
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<tr>
<td>I face the wall to help to help me concentrate</td>
<td>Please let me eat and drink facing the wall</td>
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<tr>
<td></td>
<td>Please let me stay in the bath for 30 minutes</td>
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<td>(Hughes and Roberts 2014)</td>
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**What I like**
- White chocolate
- Chips with mayonnaise
- Having a bath
- Blowing bubbles
- Long walks in the countryside
- Playing blow football
How I communicate
I blow raspberries when I want to ‘talk’ to someone.
My arms jerk up and down when I’m excited.
I close my eyes when I don’t want to ‘talk’.
I cry out and my body becomes arched out of my seat when I want to come out of my wheelchair.
I smack my lips together when I’m hungry or thirsty.
I can choose, if shown two items, i.e. cake and banana.
I moan and cry when I miss my mum.

What I like
My vibrating cushion placed upon my tummy.
Listening to One Direction in my bedroom.
Being laid on the floor, on my right side facing into the room so I can see what’s happening.
Pink
Sitting to the table to have my meal.
Sweet things, like chocolate cake, custard and jelly.

How I like to be supported
Please make sure my food is ‘soft’ but not liquidised.
Please look at me when you talk to me.
Please don’t use ‘baby’ talk.
Please approach me from the right side as this is the side I see best.
Please use a plastic spoon to help me eat.
Please use my own cup for drinking.
Please waken me gently as I sleep very well.
Please put my right arm and leg into my clothes first.
(Hughes and Roberts 2014)
Person Centred Planning

‘Person centred planning is a way of helping people who want to make some changes in their life. It is an empowering approach to helping people plan their future and organise the supports and services they need. It seeks to mirror the ways in which ‘ordinary people’ make plans.’

People, plans and possibilities. Sanderson et al.
Connor Sparrowhawk

PLEASE USE THIS LINK TO WATCH THE JUSTICE FOR LB VIDEO.
HTTP://JUSTICEFORLB.ORG/
The case studies from ‘No Going Back’ highlight some of the experiences of people with learning disabilities who had been ‘patients’ at Prudhoe Hospital, and used a one page summary to contrast their experiences at Prudhoe, with their life opportunities since leaving the hospital. For many people, these included the opportunity to marry, have children, have their own tenancy or shared accommodation including individualised supports.

Digital Stories

- Powerpoint outlined how to develop a digital story
- Use of images and music sites
- Examples from previous students
- ‘Hands on’ opportunity for students
Case Studies

- Students asked to discuss in pairs and share ideas
- Feedback to the group about immediate thoughts
- Students then encouraged to seek appropriate images to develop a digital story.
- Links outlined between the process of developing a digital story and Person Centred Planning
Critical Discussion

- Challenges in terms of balancing technical skills with reflective practice
- Access to relevant software and PCs
- Limited opportunities for group discussion
Evaluation

- Feedback from students
- Application to practice settings
- Use with service users
References


- http://bringingustogether.org.uk/but-projects/one-page-profiles/


- http://justiceforlb.org/