



Tools and resources to explore Children and Young People's views



The following booklet contains information and links to resources which you may use to support the children and young people (CYP) you work alongside to share their views and explore their participation in education settings. Each resource is listed alongside detail of the context in which it may be used, as well as the potential benefits and limitations of each resource. It is important to consider the *individual* needs and preferences of your CYP when considering which resource to utilise.

This booklet *does not* detail all of the available resources to explore CYP views. All approaches should also be considered as part of ongoing processes which aim to capture CYP views and participation on an ongoing basis. Exploring CYP's views should be embedded into everyday practice and is not a one-off piece of work.

It may be helpful to consider these as part of the wider work that is undertaken in schools to support learner participation. See [here](#) for further information.

This booklet was created by North Ayrshire's Educational Psychology Service and the information contained within it is based on the evidence-based practice of Educational Psychologists within the service who have utilised each resource.

List of Resources

Resource	Pick up and use	Additional Training/Information Required
Toys and Games	✓	
Karen Treisman's Therapeutic Treasure Deck	✓	
Traffic Lights	✓	
Person Centred Planning	✓	
Feelings Gauge/Thermometer	✓	
Glasgow Motivation and Wellbeing Profile (GMWP)	✓	Important to familiarise yourself with resource before using
Cognitive Abilities Profile (CAP)		✓ *This would be supported/implemented by the EPS*
Intensive Interaction	✓	*Training is available to access online via Intensive Interaction Institute - Training (£)*
Myself as a Learner Scale	✓	
Leuven Scale	✓	
Stirling Children's Wellbeing Scale	✓	
Paul Dix's 18 Behaviour Q's for Students	✓	
Solution Oriented Scaling	✓	

Talking Mats		✓ *See Speech and Language Therapy in first instance*
Puppets/Role Play	✓	
Mind Maps	✓	
Wellbeing Web	✓	
My World Triangle	✓	
Lego Based Approaches	✓	✓ *Further training required for some approaches. Speak to your link EP for more details*
Walk and Talk	✓	
Taking Photographs	✓	
Mosaic Approach	✓	*Important to have an understanding of underlying principles*
Drawing Based Approaches	✓	
Drawing the Ideal Self	✓	
Drawing the Ideal School	✓	
My Perfect Day	✓	
Children's Exploratory Drawings	✓	
Blob Resources (£)	✓	
Blob Classroom (£)	✓	
Blob Tree (£)	✓	

TOYS & GAMES



Context

- Used as CYP interested in the toys/games; less intrusive
- Can play side-by-side which allows for conversation/interaction

Benefits

- ✓ Fun activity (based on CYP interests)
- ✓ Indirectly explores views
- ✓ Takes focus off CYP

Points to Consider

- Sometimes considered on its own, not holistically

Where To Find

- There are toys/games based within schools
- CYP can bring own
- Examples might include puppets, dolls, etc.

KAREN TRIESMAN'S THERAPEUTIC TREASURE DECK



Context

- Support CYP to explore their strengths and emotions
- To discuss ideas, preferences, and needs with CYP

Benefits

- ✓ Fun activity
- ✓ Prompts for discussion
- ✓ Can focus on specific areas

Points to Consider

- Can require some pre-planning, e.g., bringing resources on card(s)

Where To Find

- Can be purchased widely online

TRAFFIC LIGHTS



Benefits

- ✓ Visual representation of feelings
- ✓ Beneficial for CYP at earlier emotional developmental stages

Points to Consider

- Requires an ability and understanding from the CYP to think abstractly about feelings and emotions

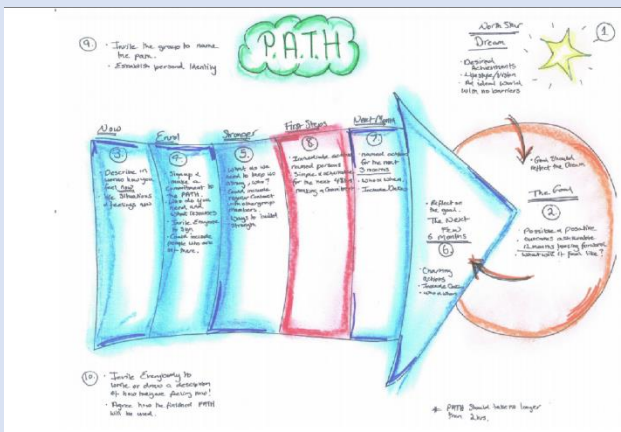
Where To Find

- Widely available by searching 'emotional regulation traffic lights' online
- [TES](#) (Copy + Paste into Word)
- [Twinkl](#) (Copy + Paste into Word)

Context

- To support CYP to consider their feelings and emotions (and the concept of these)

PERSON CENTERED PLANNING



Benefits

- ✓ CYP is at the centre of the process
- ✓ Many CYP can articulately detail their views using this resource
- ✓ Range of tools available within this resource to meet individual needs
- ✓ Provides structure for & shared focus

Points to Consider

- Most effective when used collaboratively with team around the child
- Abstract/forward thinking may be more difficult for younger developmental stage
- Important to have follow up plan of who is doing what

Where To Find

- Toolkit can be downloaded [here](#)

Context

- To support CYP to think about what they want to happen in the future and how they may get there
- Supporting CYP experiencing school non-engagement
- Used in meeting context, where CYP is involved in meeting

FEELINGS GAUGE / THERMOMETER



Benefits

- ✓ Useful for tracking over time
- ✓ CYP friendly scaling
- ✓ Promotes collaboration

Points to Consider

- Requires a certain level of emotional literacy
- Requires ability to reflect on emotions abstractly

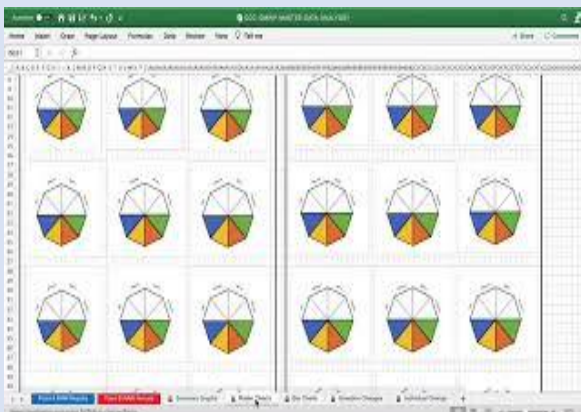
Context

- Used to discuss a range of emotions (e.g., anxiety, anger, worries, etc.) with CYP

Where To Find

- Widely available by searching online
- [Pinterest](#) (Copy + Paste into Word)

GLASGOW MOTIVATION & WELLBEING PROFILE (GMWP)



Benefits

- ✓ CYP-friendly version available
- ✓ Individual or whole class
- ✓ Useful for tracking over time

Points to Consider

- Requires time to go through
- GLOW-based
- Can be tricky to navigate
- Pre-determined questions

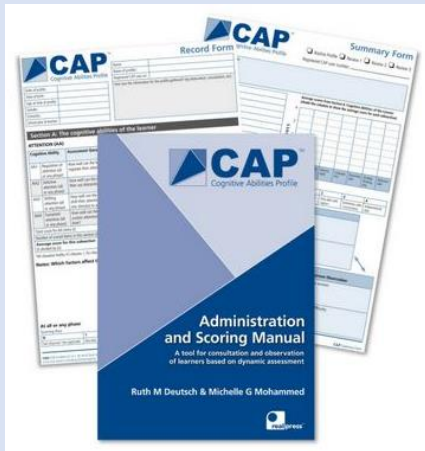
Context

- Collect views on transitions (e.g. what motivates CYP)
- Explore CYP's views in a variety of areas (e.g., self, school etc.)

Where To Find

- Via Education Scotland link; [GMWB](#)
- Important to familiarise yourself with resource before using

COGNITIVE ABILITIES PROFILE (CAP)



Benefits

- ✓ Collaborative process
- ✓ Support can be focused
- ✓ Empowering for CYP/family

Points to Consider

- Full version can be very time consuming
- Language used can be too complex and/or abstract

Context

- Support schools to identify areas to focus their support
- Better understanding of the CYP's learning profile

Where To Find

- This would be supported/implemented by the EPS, who have access to this resource and training to utilise it

INTENSIVE INTERACTION



Benefits

- ✓ Focus on joining CYP where they are at
- ✓ Focus on shared engagement

Points to Consider

- Awareness of adult interpretation of behaviours and potential biases
- Needs to be embedded across curriculum, not solely to gain

Where To Find

- Read more [here](#) or [here](#)
- The following books can be found in NACEPS cupboard:
 1. *The intensive interaction information pack*
 2. *Understanding intensive interaction (contexts and concepts for professionals and families)*

Context

- Join a child in an activity they are engaged in
- Provides information (albeit indirectly) re activities most likely to support joint engagement

MYSELF AS A LEARNER SCALE (MALS)

The MALS form consists of 20 statements, each followed by a 5-point Likert scale (1 to 5). The statements are:

- I'm good at doing tests
- I like being praised by others
- When I get up in the morning, I usually feel relaxed & easy about
- Thinking carefully about your work helps you to do it better
- I'm good at choosing things
- I'm nervous of other people's work
- I like being different to the rest
- I get excited when I start to do new work
- I think that problem-solving is fun
- When I get stuck with my work, I can usually work out what to do next
- I'm interested in my
- It's necessary to give an asking questions
- It's important to know the meaning of all the words
- Usually I think carefully about what I'm going to do
- Somehow I can solve the problems that I meet
- It's a good idea to have a plan of what to do
- I'm creative
- I like to read a good book
- I like using the brain
- I'm learning a lot

Benefits

- ✓ Useful for tracking over time
- ✓ Can be converted to RAG (red, amber, green)
- ✓ Relatively quick to complete and score

Points to Consider

- Check you are using up to date version
- Requires some abstract thinking

Context

- To explore a CYP's self-concept of themselves as a learner, not their ability level
- Can contribute to wider assessment involving CYP

Where To Find

- Read more about MALS in this article: [Ability alone is not enough](#)
- Full version is available to purchase online or a version can be found here online: [MALS](#)

LEUVEN SCALE

The Leuven Scales Record Form is titled "The Leuven Scales Record Form" and "The Leuven Scales (for Wellbeing (W) and Involvement (I))". It features a legend for the Leuven Scale with five categories: 1 (Extremely Low), 2 (Low), 3 (Moderate), 4 (High), and 5 (Extremely High). Below the legend is a grid with columns for "Name", "Date", and four sub-columns for each of the five scale categories. The grid is intended for recording scores over time.

Benefits

- ✓ CYP-friendly resource
- ✓ Can highlight specific areas of focus

Points to Consider

- Observational tool which relies heavily on adult interpretation
- Designed to be used to inform ongoing assessment and intervention, not in isolation

Context

- Can be used in conjunction with solution-oriented approaches

Where To Find

- A version can be found online here; [Leuven Scale](#) or on [Twinkl](#)

STIRLING CHILDREN'S WELLBEING SCALE

The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1 I think good things will happen in my life	1	2	3	4	5
2 I have always told the truth	1	2	3	4	5
3 I've been able to make choices easily	1	2	3	4	5
4 I can find lots of fun things to do	1	2	3	4	5
5 I feel that I am good at some things	1	2	3	4	5
6 I think lots of people care about me	1	2	3	4	5
7 I like everyone I have met	1	2	3	4	5
8 I think there are many things I can be proud of	1	2	3	4	5
9 I've been feeling calm	1	2	3	4	5
10 I've been in a good mood	1	2	3	4	5
11 I enjoy what each new day brings	1	2	3	4	5
12 I've been getting on well with people	1	2	3	4	5
13 I always share my sweets	1	2	3	4	5
14 I've been cheerful about things	1	2	3	4	5
15 I've been feeling relaxed	1	2	3	4	5

Benefits

- ✓ Measures positive emotional state and positive outlook
- ✓ Useful for tracking & monitoring wellbeing (possibly relating to an

Points to Consider

- Requires an element of abstract thinking

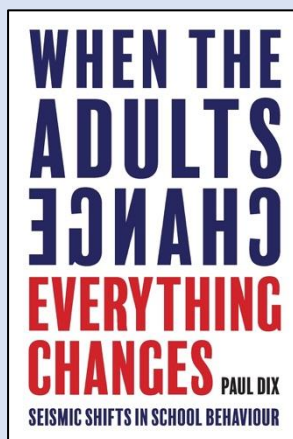
Where To Find

- Can be found online; [Stirling Wellbeing Scale](#)

Context

- To explore a CYP's wellbeing.
- Normally used with CYP aged 8-15

PAUL DIX'S 18 BEHAVIOUR QUESTIONS FOR STUDENTS



Benefits

- ✓ Opportunity for CYP to discuss relationships with adults
- ✓ Allows CYP to share views on

Points to Consider

- Time required to become familiar with approach by reading book/part of book.

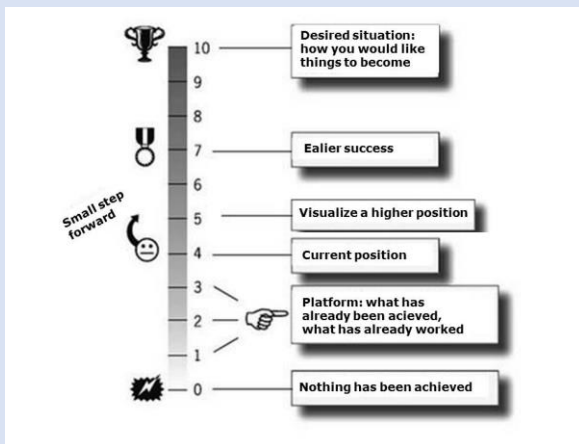
Context

- Useful when CYP has disengaged, e.g., from school
- Gather views of CYP on relationships with adults around them

Where To Find

- Widely available to purchase online
- NACEPS Cupboard (x 2 copies of *When the adults change everything changes*) – questions on P67/68

SOLUTION ORIENTED SCALING



Context

- Used to explore YP's thoughts and feelings on their experiences, e.g., in school

Benefits

- ✓ Can be used as a baseline
- ✓ Tracking & monitoring interventions
- ✓ Can be used to explore past and future experiences

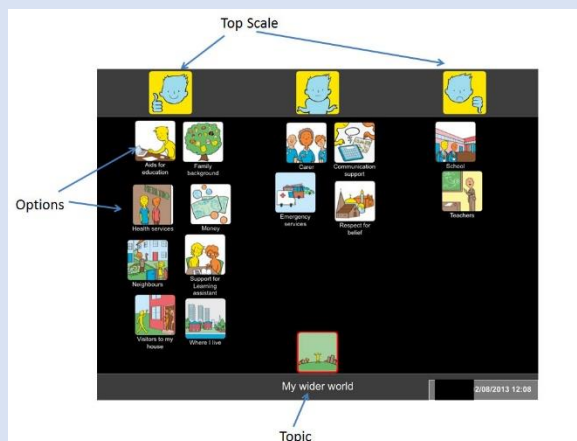
Points to Consider

- Requires CYP to be able to think through problems they are experiencing as well as

Where To Find

- Can be found online; [Solution Orientated Scaling](#)

TALKING MATS



Context

- Training required to utilise
- Can be useful for CYP who find it difficult to share views verbally
- Useful as an aid to explore thoughts/feelings around particular activities or areas of school/wider world

Benefits

- ✓ Useful visual aid to support CYP who find it difficult to share views verbally

Points to Consider

- Approach needs to be embedded in practice, alongside ongoing assessment and review
- Can be complex for CYP if understanding is not appropriately supported

Where To Find

- [Talking Mats | Improving communication, improving lives](#)
- See Language and Communication NACEPS Neurodiversity Module which has additional information

PUPPETS/ROLE PLAY



Benefits

- ✓ Engages CYP in developmentally appropriate interactions
- ✓ Can be used to scaffold discussions
- ✓ Useful when CYP do not have vocabulary to express views
- ✓ Reduces intensity of conversation

Points to Consider

- Important to consider developmental stage of CYP

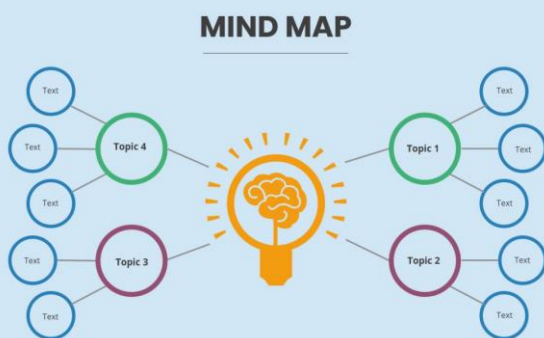
Context

- Used to support CYP to explore what they enjoy in current context

Where To Find

- You may have resources available or can source appropriate resources

MIND MAPS



Benefits

- ✓ Easy to create and format to individual needs
- ✓ Can be used in many different scenarios/to answer lots of different questions
- ✓ Useful for CYP who enjoy visual

Points to Consider

- Can be quite an abstract concept for some CYP
- Important to ensure that diagrams are not too complex

Context

- Useful when CYP may be finding it difficult to explain or verbalise their views
- Can be used as a visual tool to present information back to CYP
- Can aid understanding and clarification of information that is being shared by the CYP or to them

Where To Find

- [Canva](#) can be used to create free mind maps
- [Twinkl](#) can be used to create mind maps

WELLBEING WEB



Benefits

- ✓ Can be used to aid discussions and highlight areas for further discussion

Points to Consider

- Important to provide additional context for CYP where this is required, as concepts may be quite abstract

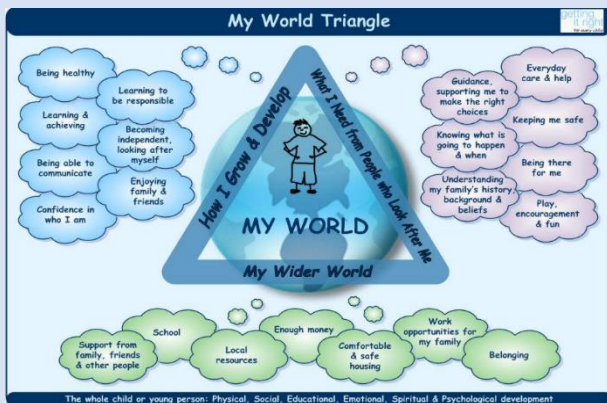
Context

- Can be used on an ongoing basis to identify particular areas of focus

Where To Find

- You can read more about the wellbeing web [here](#)

MY WORLD TRIANGLE



Benefits

- ✓ Useful for gaining ecological perspective into CYP's life

Points to Consider

- Can be complex and tricky for CYP if not supported appropriately to understand its purpose

Context

- Used to gain insight into CYP's wider world
- Provides the opportunity to explore strengths and challenges in all aspects of CYP's lives

Where To Find

- You can read more about the My World Triangle [here](#) and [here](#)

LEGO BASED APPROACHES



Benefits

- ✓ Less reliance on speech-based interactions
- ✓ Offers a fun creative way for CYP to share views
- ✓ Multi-sensory approach
- ✓ May feel less intense than a discussion
- ✓ Play based and naturally engaging for many CYP

Context

- A range of Lego based approaches are available (some require further training)
- Can be used to explore a specific topic area or CYP can be given free reign to create their own design, which can then be explored
- Can be used to explore school day/a variety of topics

Points to Consider

- Awareness of adult interpretations of creations – check in with CYP!
- Consider that for some CYP lego may not appeal to them

Where To Find

- Can utilise existing lego resources
- Speak to your link EP to find out more

WALK & TALK



Benefits

- ✓ Movement aids regulation
- ✓ Nature aids regulation
- ✓ Takes focus off CYP
- ✓ Less threatening dialogue

Points to Consider

- Other people may not understand the rationale or evidence-base for this approach

Context

- When CYP has anxiety, unable to attend school/venue/etc.
- Useful as a distraction activity for discussing big topics
- Aids regulation

Where To Find

- Outside!
- Can be tailored to CYP's interests/hobbies
- Can also be used inside (e.g. school visits/transitions)

TAKING PHOTOGRAPHS



Benefits

- ✓ Fun activity
- ✓ Provides another forum for CYP to express their views
- ✓ CYP-led activity
- ✓ Questions can be tailored

Points to Consider

- Requires access to and the use of a camera or phone
- Time required for shared understanding of meaning

Context

- When conversations are too difficult or another way to express views is preferred
- Diamond ranking activities

Where To Find

- Mobile phone or appropriate device

MOSAIC APPROACH



Benefits

- ✓ Opportunity to share views in a variety of ways (multi-sensory)
- ✓ Focus on non-verbal as well as verbal communication
- ✓ Flexible and personalised
- ✓ Supports collaborative working
- ✓ Gather views on social, physical features of school

Points to Consider

- Time intensive - Important to have understanding of underlying principles!

Where To Find

- Read more about the approach [here](#)

Context

- To support transition planning
- To gather CYP views about school and environment
- CYP can lead 'tours' and use drawing, writing, photography, mind-mapping, speech etc. to convey thoughts

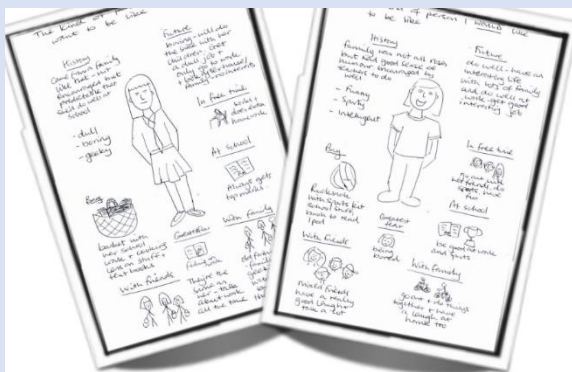
DRAWING BASED ACTIVITIES

Here are some general ideas as to how drawing can be utilised as an approach to explore views:

- Sometimes open-ended drawing tasks can be used i.e., can you draw something you enjoy doing in school or something you don't enjoy?
- Can be used as an activity alongside discussions for CYP who particularly like drawing and may prefer this to writing, for example. This may then lead on to further discussions about other areas as the CYP is drawing (and can also talk about the drawing if they want to). Provides CYP with something to focus on during discussions.
- Change and loss work; CYP can draw their life before and after things changed.

Below are some examples of approaches which utilise drawing and can be used to explore CYP's views:

DRAWING THE IDEAL SELF



- Benefits**
- ✓ Opportunity to explore self-perception
 - ✓ Can support relationship

- Points to Consider**
- Awareness of adult interpretation of drawings – check in with CYP

- Context**
- To explore a CYP's self-esteem and self-perception

- Where To Find**
- Further information and prompt sheet can be found [here](#)

DRAWING THE IDEAL SCHOOL



Benefits

- ✓ Useful for engaging CYP with interest in art/creativity
- ✓ Can support CYP to share views on many different aspects of school environment i.e. size, where feels safe, outside space etc.
- ✓ Useful discussion point to start conversation about school

Points to Consider

- Sometimes cannot create what their 'ideal school' would look like - be prepared to manage expectations!
- Require CYP to be interested in art in some capacity
- Awareness required of adult interpretation of drawings; check in with CYP

Where To Find

- Further information and prompt sheet can be found [here](#)

Context

- Can be used to explore CYP's feelings around school and school environment
- May be used to support transition planning or for CYP experiencing school disengagement

MY PERFECT DAY

My Perfect Day
Think about what would make your perfect day. What would you do? Where would you go? Who would be there? What might happen? Draw a picture in the box and write some sentences about it at the bottom of the page.

Context

- Reflect on situation in the present
- Preferred future
- Revisit experiences/changes

Benefits

- ✓ Can be a fun art activity
- ✓ Allows for positive ideas or changes to be generated
- ✓ What is going well
- ✓ Questions can be tailored.

Points to Consider

- Requires ability to think abstractly as well as forward planning.

Where To Find

- [Twinkl](#)

CHILDREN'S EXPLORATORY DRAWINGS



Context

- Supports CYP to explore self-perception of themselves within school environment
- May be used as a visual aid to triangulate alongside exiting perspectives withing a team around a child

Benefits

- ✓ Offers opportunity to reflect on school experiences
- ✓ Can be useful for engaging CYP with a particular interest in art/creativity

Points to Consider

- Views should be gathered on an ongoing basis and within wider systems for gathering views
- Awareness of our adult interpretation of what the CYP has drawn – where appropriate always check in with CYP as to their interpretation of their drawing

Where To Find

- Further information can be found [here](#) and links to download the resource can be found under the 'Using the CED's' heading and 'all images'

BLOB RESOURCES

The Blob resources are a fantastic resource to explore CYP's views and offer a range of formats to do this. Below is information relating to the blob classroom and blob tree, however more resources can be accessed [here](#)

BLOB CLASSROOM



Benefits

- ✓ Quick visual reference
- ✓ May be used alongside other tools as an emotional 'check-in'
- ✓ Useful when CYP do not have vocabulary to express views

Points to Consider

- May be an abstract concept for some CYP

Context

- Quick and accessible visual measure of where CYP is at
- Can be used to help CYP explore feelings in particular contexts

Where To Find

- Find more information [here](#)
- Email around your team as colleagues may have resource already

BLOB TREE



Benefits

- ✓ Engages CYP in developmentally appropriate interactions
- ✓ Can be used to scaffold discussions
- ✓ Useful when CYP do not have vocabulary to express views
- ✓ Reduces intensity of conversation

Points to Consider

- Some CYP may struggle with abstract concept

Context

- Used as an emotional check in to gauge how CYP are feeling/feel about a certain topic

Where To Find

- Find more information [here](#)
- Email around your team as colleagues may have resource already