

King's Fund Centre

Community Living Development Team

I N F O R M A T I O N E X C H A N G E
O N
S E L F - A D V O C A C Y A N D U S E R
P A R T I C I P A T I O N

Services to people with learning
difficulties

N O 1

N O V E M B E R, 1 9 9 1

- * Involving service users in appointing staff.
- * Using pictorial methods to enable people to communicate more effectively.

KING'S FUND LIBRARY	
126 ALBERT STREET LONDON NW1 7NF	
Class Mark H00B: QYA	Extensions Kin
Date of Receipt 15 May 1992	Price DONATION

This information exchange relies on its readers for its existence! Any comments or suggestions about how it should operate will be very welcome. Individual contributions - not necessarily related to the chosen topic(s) of a particular issue - will also be welcome.

In developing the information exchange, we are keeping in close touch with People First's London office, bearing in mind their role in providing a link with groups around the country and producing a national newsletter. We want to make sure that the work of the information exchange complements and does not overlap the work of the People First Office. The information exchange will concentrate on service development issues. It will not, for example, cover the type of self-advocacy group news which is contained in People First's national newsletter.

The information exchange is produced particularly for supporters and advisors of self-advocacy groups and people with responsibility for developing effective ways of working in partnership with users in planning and delivering services. However we hope that many service users will also read it, and we will be continually striving to find ways of producing it which will make it readily accessible, whoever is using it.

INVOLVING PEOPLE WITH LEARNING DIFFICULTIES IN APPOINTING STAFF

Judging by the responses sent in and from what one learns informally, it is becoming increasingly common for people with learning difficulties to be involved in some way when new staff are being appointed. Most often, this is still on an informal basis - clients show prospective candidates around the centre or group home, they interview the candidates informally and pass their opinions on to management. In some places a more structured system has been developed which enables people with learning difficulties to take part in the whole process in a more formal way.

But in the end, what matters is, how much have service users actually influenced the final choice? What weight has been given to their opinions? What factors - commitment to the principle, a written policy, the process, the management structure - made it more likely to happen? Perhaps it is to be expected that to-date, most of the good examples are coming from advocacy and self-advocacy projects. But as our examples show, things are beginning to change in other settings too. Although we need many more examples and a much more detailed study of each, to make an authoritative judgement of the overall picture, these examples do offer some guidance and, we hope, encouragement to anyone who wants to develop this very important area of involvement by service users.

Example 1

Interviewing for staff at a day centre.

We show the candidates round the centre. Four of us plus our advisor then asked each candidate a list of questions - what their previous jobs were, what sort of hobbies do they have? Each committee member asks two questions.

After we have interviewed all the candidates, we talk about them and decide which person we feel would be suitable for the job. We then go to a meeting with management (manager, deputy manager and usually another senior member of staff) and discuss our opinions. Mostly we find we agree with management on the choice of person. On one occasion we disagreed, so we had a vote. Management accepted the result of the voting.

Example 2

Interviewing for an advocacy project worker.

Service users met together to draw up a list of qualities they would like the new staff person to have. They then looked at all the applications and used a system of ticks and crosses to short-list from the application forms. This

was done by a group of seven people two of whom were people with learning difficulties. Three people were chosen to do the interviews, one of them being a person with learning difficulties.

In this example, the person with learning difficulties had some speech disability and it was not always easy to understand him. This was an important factor in judging reactions/interaction between him and the candidates. Although he was not able to express himself in language very clearly, his gut reaction about the candidates was important.

Example 3

Interviewing for a self-advocacy co-ordinator.

Five of us did the short-listing - three self-advocates and two advisors. We spent a day short-listing candidates from forty applications. Criteria for choosing people to be interviewed had been decided before our meeting started. Each of us had a copy of the list of criteria. The advisors helped with reading the applications, and we worked together as a group to choose who should be short-listed.

We chose eight people to be interviewed. After the short-listing, we drew up a list of questions to be asked at the interviews. Three professionals and two self-advocates did the interviewing, each person asking two or three questions. Candidates were given marks out of ten for each question; these marks were later added up to see who came out best. Three people had very good marks, and it was difficult to choose between them. A decision was made by us all discussing it in the interviewing group.

The questions I asked were:

1. Given this is a part-time job and the hours will be flexible, including some evening meetings, how flexible can you be?
2. Can you give us a definition of self-advocacy?
3. We have got funding for three years but the organisation needs more funding, including for administration. How would you do this?

I found it tiring and a lot of hard work but I think it was good that I did it.

INTERVIEWING FOR STAFF AT A GROUP HOME

by Paul Gowtridge, Claremont, Melton Mowbray, Leics.

When there is a vacancy we put an advert in the paper or the job-centre. People phone up or come along to pick up an application form. When we have got the application forms in we set a date for the interviews. We usually interview everyone that applies. They can be men or women - everybody has the same chance.

On the day before the interview we look at the job description and the application forms and we discuss what we want from the member of staff that we appoint. All the residents (10 people) take part in this discussion; some of the residents cannot speak so Liz (resident) tries to think about the less able people and what help they might need from their friends in the house or from a member of staff.

Before the interview we draw up a list of questions. Again all the residents are involved in doing this. When this has been done I go round and see everybody again to double-check and see if there is anything else that anyone wants to add.

All the residents are at the interviews. I have the list of questions that we have drawn up together and I ask each candidate these questions. When I have done this everybody else also has a chance to ask the candidate any questions that they want to and then the candidates ask us questions.

When a candidate has answered a question it is sometimes difficult to think of another question to get more information from their answer; I sometimes need support from Wanda (manager) or Chris (staff member) to do this. There has been a gradual change since we started to interview. At first Wanda or Chris had to ask more of the questions, now I do most of it.

Here are some examples of the questions we have asked at interviews:

- (1) Do you mind the residents being on the interviewing panel?
- (2) Are you prepared to go on long walks, picnics and outings?
- (3) Can you drive?
- (4) Do you have patience? What good things in your personality could you bring to the job?
- (5) Do you know about first aid?
- (6) What do you expect of the job?

- (7) What would you do if a resident is angry and upset?
- (8) What do you do if a resident hits another resident?
- (9) If the staff get stuck will you come in and help out?
- (10) If we go on day trips, are you prepared to come with us on a voluntary basis?
- (11) When we have special occasions in the home, are you prepared to come in?
- (12) What things do you feel are important for residents that live here?
- (13) What do you do if a resident has an epileptic fit?
- (14) Can you do some cooking?
- (15) Are you in good health?
- (16) Do you get arthritis?
- (17) Are you strong and able to lift?
- (18) Are you able to push the wheelchair?

After we have finished interviewing each person, we have a talk and decide what we think about them. If we can't agree at the end about who we want to appoint, then we have a secret ballot. We do this so that people aren't influenced by other people's answers.

We want to appoint staff who will do what we ask them and will not do things like walking into people's bedrooms without knocking. When they are working with less able people, like taking them to the toilet, then they need to do this sensitively. You can pick up a lot about people in an interview. We are not bothered about what experience they have had, we are more interested in people's personalities and whether they have patience. The most important thing is the person's attitude.

Once staff have been appointed they are on a month's trial. After this we have another meeting to decide whether they can stay on or not.

If there are difficulties after this we have a procedure for dealing with it. We make a complaint to Wanda or Chris and they will bring it up in supervision with the member of staff. If this doesn't sort out the problem then the residents try to sort it out by telling the member of staff what they think is wrong.

Once we had to sack somebody. The residents asked her to come in and we gave her a week's notice. This was very hard

to do. While she was working her notice she worked well. Then she asked if we could have a residents' meeting to reconsider her employment. We felt under a lot of pressure and it made us feel that we were being unkind. But we stood by what we had said and she left at the end of the week.

The residents always have the final say, both when we are appointing someone and when we are firing someone. If Wanda is not too keen on our choice she will go with the majority.

It is important that we choose the staff that work with us because we live at Claremont and it is our home. The staff finish their shift and go home. It is also us who pay their wages!

PEOPLE FIRST LONDON OFFICE - APPOINTING THE OFFICE WORKERS

**People First
have now
appointed
staff
three times.**

**This is how
it was done.**

This is the story of how members of People First London Boroughs tackled the job of appointing staff for the People First office. We have now appointed staff on three occasions. First, to appoint a full-time (advisor) worker and two part-time (self-advocate) workers, the second to appoint a different full-time worker and the third to appoint a different part-time worker. The process used on each occasion was similar and here, all three experiences are put together in the one story. Included are copies of the questions, chart and other written material which was used. The words and questions on these examples will not, of course, fit every job interviewing situation, but may be helpful to readers as a general guideline.

Appointing people to a job involves several important steps:

**The most
important
steps are:**

**Writing a job description
Preparing a job application form
Drawing up and placing a job advertisement
Short-listing
Interviewing**

There are other things to be done like remembering the rules of equal opportunities, writing letters to the job applicants, getting references, and writing sensitively to people who were not chosen, but here we are concentrating just on the main areas where People First members were involved.

JOB DESCRIPTION

**People First
members
talked about
the skills
and personal
qualities
needed by
the office
workers.**

The process of appointing people to work in the People First office began with the job descriptions. During a number of meetings, People First members 'brainstormed' about what sort of people they wanted to have in the office, what their responsibilities would be and what skills would be needed. They made lists of skills and personal qualities and from these gradually emerged appropriate job descriptions for the full-time worker and the part-time workers.

JOB APPLICATION FORM

People First Members talked about what questions should go on the application form.

People First members were also involved in deciding what questions should be on the job application form. As a guide, they used a copy of the King's Fund Centre job application form, but changed some of the questions and used some different wording, to make sure that whoever was applying for the People First jobs - full-time or part-time - would be able to understand the application form easily.

JOB ADVERTISEMENT

Writing a good job advertisement involves answering these questions:

We found that there was quite a lot involved in producing a good job advertisement. Some of the questions we had to answer were:

What would be the best places to put the job advertisement (journals, newspapers, newsletters, notice boards, etc.)? How much would the advertisement cost? Putting advertisements in papers and journals can be very costly. The more words you use the more expensive the advertisement gets. We had to choose which were the most important words which had to be included. We talked about where we might get the job advertised free!

SHORT-LISTING

Short listing means reading all the applications and choosing the people most likely to be able to do the job.

Short-listing means reading all the applications for a job and choosing those people who seem likely to be able to do the job, from what they have written about their background and past experience. Then these people are asked to come for an interview.

Five self-advocates and three supporters did the short-listing.

People First decided that five self-advocates and three supporters should do the short-listing. They decided that two of the People First members should come from outside London - they were less likely to know the people who were applying for the jobs and could give an unbiased opinion. No-one who was intending to apply for the jobs could be involved in short-listing or

interviewing.

We used a chart with ✓✓ and ✕✕ to help us choose.

To help decide who should be chosen for an interview, we first looked at the list of skills and qualities drawn up when writing the job descriptions and put them in order of priority - the most important to the least important. Then we made a chart using this list. We decided to use ✓✓ and ✕✕ to help 'rate' people's abilities. We thought this would be easier than giving a mark out of ten. (Copy of chart attached).

Some people needed help with reading so we worked in pairs.

We realised that some people involved in the short-listing would like help with reading the applications, so we agreed to work in pairs. People chose who they wanted to work with.

Each pair had copies of all the application forms. Each set of forms was arranged in a different order to avoid possible bias if the same applicant's form was being considered first by all pairs before everyone got tired!

Each pair made their choices.

Each pair worked separately first - reading all the applications and choosing who they felt should be short-listed. They then met together to exchange notes and decide who would be asked to come for an interview. Working in pairs, instead of staying as one group meant less time was needed to consider the applications and allowed individual opinions to be more fully expressed. It also added a considerable element of fun and anticipation as each pair wondered how many of the same people they'd chosen as other pairs!

Then everyone came together to make the final choices.

Using ✓✓ and ✕✕ worked well.

The system of using ✓✓ and ✕✕ to 'rate' applicants' abilities on the chart worked well. Working in pairs also worked well, though because the short-listing was done during one evening - 15 applications - we were conscious that particularly towards the end of the evening there was not enough time to adequately help self-advocates read the applications and express opinions without having to 'push on' to get the job completed.

Working in pairs worked well.

PREPARING FOR THE INTERVIEWING

People First members wrote a list of questions to ask the candidates.

We drew up two lists of questions which candidates should be asked - one list for the full-time job and one for the part-time jobs. We did this by drawing on previous experience in interviewing, by looking at the list of skills set out in the job description, and by thinking of any additional questions which seemed appropriate. The questions agreed are set out on the attached sheets.

The interviewing panel divided up the questions among themselves.

The interviewing panel met for an hour before the interviews started, to go over again the procedure for conducting each interview, choose who was going to ask which questions, and make sure that each person felt comfortable with the words used in the questions he/she was going to ask.

INTERVIEWING

Interviews for the part-time posts were done first. Interviews for the full-time post took place about two weeks later.

Three self-advocates and two supporters did the interviewing.

Three self-advocates and two supporters did the interviewing for the part-time positions. When the interviews for the full-time post were conducted, the two self-advocates who had been appointed to the part-time positions were on the interviewing panel. We felt it was important that they should be involved in the decision about appointing the person with whom they would work.

All the candidates were asked questions.

All the candidates - part-time and full-time posts - were first of all interviewed in the conventional manner, being asked a series of questions by the interviewers and having the opportunity to ask questions themselves. All candidates were asked to do a typing test.

Each full-time post candidate also worked with a self-advocate doing a role

Included with the full-time post interviews was an exercise involving candidates working with self-advocates. They were given a basket of work (letters, papers, files) and asked to carry out certain tasks relating to the work.

play about
office work.

This helped us
learn more
about the
candidates'
skills than
just asking
them questions.

Three self-advocates and one supporter (not people who were interviewing) helped with this exercise, explaining to the candidate what he/she had to do, and observing what was happening while it was being done. The self-advocates took it in turns to be the one working with a candidate. This kept the exercise interesting for everyone and helped overcome the risk of it becoming tiring and repetitive if only one person had worked with all the candidates.

We found this exercise very useful in helping to choose who was the right person for the job. It gave us additional information about each candidate's abilities which we could not have learnt from the formal interview alone.

Short-listing
and
interviewing
is tiring work
but also very
interesting.

Although it was quite tiring work, everyone involved in the short-listing and interviewing found it a very interesting and rewarding experience.

[illegible]

PEOPLE FIRST JOB INTERVIEWS - QUESTIONS TO PART-TIME CANDIDATES

Note: Some of the questions have introductory sentences before them. These are to help the interviewer introduce the question to the candidate.

When preparing for the interview, whoever was asking a particular question made sure that he/she understood and felt comfortable using the words as written - or changed them if necessary.

1. Starting the interview

Introduce interviewers

Explain interview process e.g.

- we will be sharing the questions between us
- feel free to ask us questions

2.(a) What do you know about self-advocacy?

Can you describe what self-advocacy means to you?

3.(a) What parts of the job would particularly interest you and why?

(b) What parts of the job do you think you would find least interesting and why?

4. Why do you think you'd be good at the job?

Now we'd like to ask you some questions which are about the skills needed for this job.

5. Time-keeping will be very important in the job.

Can you give us an example of how good you are at time-keeping? e.g. Getting to places on time.

6. Another important part of the job will be adding up figures and understanding money.

Can you give us an example of how you handle money in your life?

7. Another job the workers will need to be able to do is answer the telephone and take messages.

Can you describe to us what you would do if the telephone rang and you answered it?

8. Now we'd like to ask you a couple of questions which are about working with other people - getting on well with other people.

Have you ever had to work with a few other people in a group to get a job done?

Can you give us an example?

9. If one of the other workers asked you to do something you didn't agree with, what would you do?
10. Are there any other questions you'd like to ask us?
11. Ending the interview

To include the following, if not already discussed:

- working conditions
- salary
- have you thought about possible effect on benefits?

Only two posts - unfortunately we can't appoint everyone - reassurance.

SHORT-LISTING - FULL-TIME POST

CANDIDATES' NAMES →

-16-

1. STRONG BELIEF IN AND UNDERSTANDING OF SELF-ADVOCACY/PAST EXPERIENCE							
2. ADMIN/ORGANISATIONAL SKILLS ABLE TO RUN AN OFFICE/TYPING/FILING/MONEY/ WRITING LETTERS AND REPORTS							
3. SUPERVISION/TEACHING SKILLS HELPING PEOPLE LEARN JOBS/MAKING SURE THE JOBS GET DONE							
4. EXPERIENCE OF WORKING AS A MEMBER OF A TEAM							
5. DELEGATING - SHARING THE WORK							
6. FACILITATING GROUP WORK - e.g. HELPING PEOPLE FIRST MEETINGS RUN WELL							
7. SETTING TARGETS/MONITORING PROGRESS PLANNING WORK TO BE DONE - e.g. DAY-TO-DAY, MONTH-BY-MONTH							
8.							
9.							
10.							

PEOPLE FIRST JOB INTERVIEWS - QUESTIONS TO FULL-TIME CANDIDATES

1. Starting the interview
Introduce interviewers
Explain interview process - e.g.
 - we will be sharing the questions
 - feel free to ask questions
 - exercise with self-advocate
- 2.(a) Can you tell us how you have been involved in self-advocacy?
(b) Can you tell us what your definition of self-advocacy is?
- 3.(a) How do you think equal opportunities applies to the work of People First?
(b) How would you help people from ethnic minorities to be involved in People First?
(c) What do you feel about labelling/terms used to describe people?
- 4.(a) Can you tell us how the move to People First would fit in with your life plans?
(b) Why do you think you would be good at the job?
- 5.(a) What parts of the job would particularly interest you, and why?
(b) What parts do you think you would find least interesting, and why?
- 6.(a) What do you think are the key skills which an advisor needs in working with people who have learning difficulties?
(b) We think that listening is an important skill. Can you tell us what makes you a good listener?
- 7.(a) Can you tell us about your administrative experience and give us some examples to illustrate the type of work you have done?
(b) Can you do shorthand?
8. Can you tell us about your experience as an organiser?
Can you give some examples which would demonstrate your organisational skills?
9. Could you give us your ideas on how you would organise work in the office, given that you would be a full-time worker and the other worker part-time?
- 10.(a) If there was a disagreement between you and the other worker about a particular task to be done, or a particular objective to be reached, how would you handle it?

- (b) If there was a serious disagreement between groups of members of People First, how would you handle it?
11. Could you give us some examples for your own experience which would demonstrate your skills at deciding which job should be done first?
12. (a) (Explain first year and funding). Could you give us your thoughts on objectives you would like to see the office achieving in the short term - six months or so - and in the longer term?
- (b) Taking the example you mentioned of.....what practical plans would you take towards that objective?
13. Is there anything else you would like to ask us?

**EXERCISE FOR INTERVIEWEES FOR THE POST OF FULL-TIME WORKER
PEOPLE FIRST OFFICE.**

This exercise is to help us get a better idea of how you would work as the advisor in the People First office. Two of us will be sitting in the background while you do the exercise, and will make our comments to the interviewing panel.

The panel will make the final decision - so the way you do the exercise will only give them an extra bit of information.

You are asked to work with someone who will play the part of one of the other People First workers, though in fact they have only volunteered to help in the exercise.

At the start of the exercise you will be given a basket with some letters which, we imagine, have just arrived at the office. Please take the following action:

1. Look through the papers, and decide which are most important for you to deal with.
2. Decide what sort of action you need to take for each one, and how you might go about it.
3. Work in detail on one or more of the papers, choosing from any of those marked with a red cross, starting to take whatever sort of action you think is needed.

We suggest you take about 30 minutes on the exercise, and no more than 40 minutes. You may not have time to finish your work on any of the papers. This does not matter, though we would like to see any writing you have done in the time.

When you have finished the exercise you will be welcome to make any comments that you want about how it went.

* * * *

Exercise for candidates

Checklist for observing the exercise

Name of candidate:.....

Suggested rating system:

strong evidence in support ✓✓
some evidence in support ✓
no evidence either way (leave blank)
some evidence against X
strong negative evidence X X

1. Recognises the issues involved in each letter:.....
2. Makes sure that the other worker...
 - 2a...knows what each letter says:.....
 - 2b...understands the issues involved in each one:.....
3. Seriously and respectfully considers
the views and ideas of the other worker:.....
4. Shares the decision about...
 - 4a...what response should be made:.....
 - 4b...what priority it should get:.....
 - 4c...who will do the work required:.....
5. Is available to give help in carrying out the task,
without presuming that the other worker needs it:.....

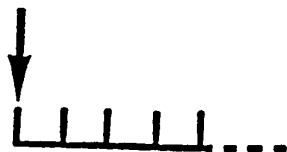
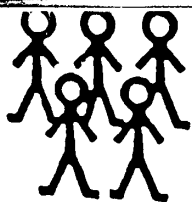
Other comments

USING PICTORIAL METHODS TO ENABLE PEOPLE TO BE MORE FULLY INVOLVED IN DISCUSSION AND GROUP MEETINGS

It is clear that an increasing number of groups are making great efforts to use symbols and pictures as well as words in the conduct of their meetings. Some people are using sign systems such as Makaton, others creating their own symbols and drawings as need arises, and some groups are using a combination of both. The best ways of describing these seems to be to enclose examples which people have sent in. We have included a contact person on each example, so that readers can get in touch directly if they would like to know more details.

One of the most interesting examples of work in this area comes from Somerset. They have developed a county-wide programme which not only tells people about the range of symbols and signs available, but also involves a comprehensive training scheme to help people use the symbols properly. They also train people to make up their own signs and symbols and are developing a symbol vocabulary which can be used county-wide.

Developing communication systems which will enable people with more profound disabilities to be involved in self-advocacy activities is an area which needs more attention and encouragement. The team in Somerset are very willing to share their experience and skills, and they have agreed to help with a workshop at the King's Fund Centre on Thursday, 20th February 1992. We will send you details of this workshop as soon as arrangements are finalised.



People First

PACU

Contact:

Fiona Wright
Chairperson, People First
29 North Street,
Martock. Somerset
0935 82 3292



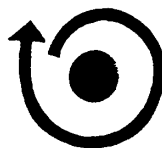
SPEAKING UP FOR OURSELVES

A meeting of the Planning Group will be held
at Six Acres Centre at 2pm on WEDNESDAY, 22 NOVEMBER '89

AGENDA

1. Apologies for absence

1.



2. Review of Conference:
i Bridgwater College.

2.

?



ii Registration & Stewarding

ii.



iii Refreshments & lunch

iii

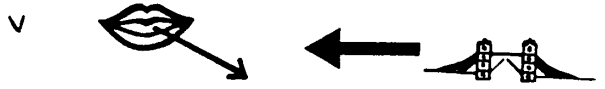


iv Delegates

iv



v. Speakers from London



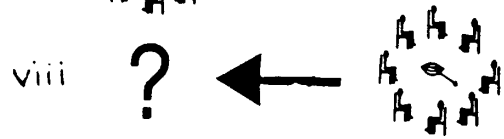
vi. Speakers from local groups



vii Small groups



viii Questions from groups



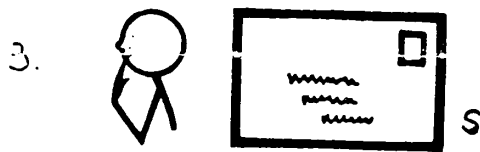
ix Chaining



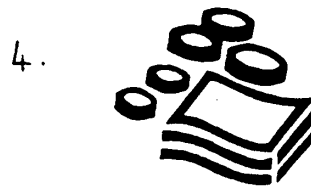
x Bookstall



3. Thank You letters



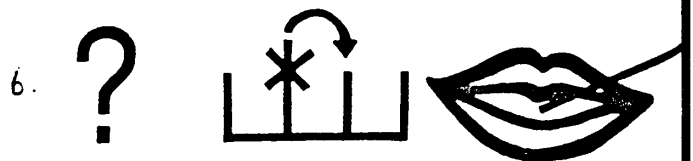
4. Financial report



5. Report on the Conference



6. Next Conference?



7. Any other business



Minutes of Wedderburn Tenant's Association 14th July 1991

Present: Alan, Janet, Colin, Sylvia, David
Andy (Advisor)

Contact:

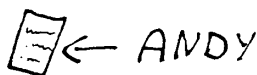
Andrew Murray or Alan Paterson
Wedderburn Hostel,
Inveresk
Musselburgh. East Lothian
tel: 031 665 3072

1) Decisions of first meeting, held on 25th July, 1991.

Alan was elected as Chairman.



Andy took the minutes.

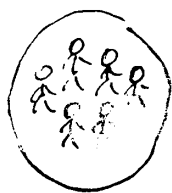


Group call themselves -

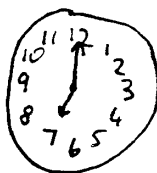


WEDDERBURN TENANT'S ASSOCIATION

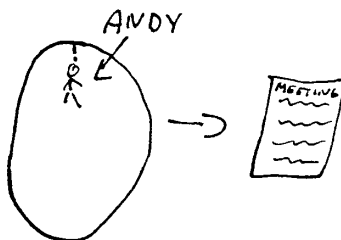
We shall meet once a month, on Fridays, at 7.00 pm, downstairs in the centre.



SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
→ FRIDAY ←
SATURDAY

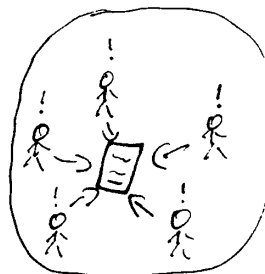


2) Andy had to plan this meeting himself.

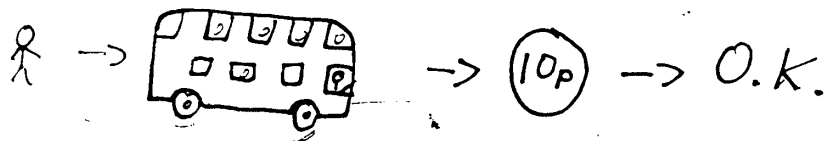


We formed a committee to decide what to talk about at meetings. They will meet before the group meetings.

The group elected — ALAN (CHAIRMAN)
ANDY (ADVISOR)
JANET
DAVID
+
SYLVIA (BIGGEST TALKER !!)



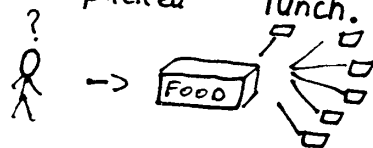
- 3) We spoke about the bus passes. Everybody thought that the 10p fare was not too bad.



- 4) We spoke about lunches at work. Everybody liked taking packed lunches instead of buying lunches.



Some people said they wanted more choice in what they put in their packed lunch.

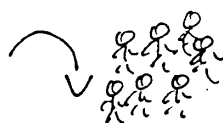


- 5) We spoke about what we wanted to do as a group. Alan suggests organising a party and everybody agreed. Andy told the group that they would have to pay for it themselves.

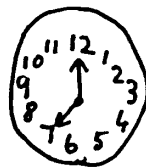
$$\text{PARTY} + \text{FOOD} + \text{BOTTLE} = \text{£ ?}$$

- 6) Andy will find out when ELCAP are holding their big meeting for the year, the AGM.

- 7) The next meeting is on 4th October, at 7pm.



FRIDAY
4TH OCTOBER



PEOPLE FIRST

Of

REDBRIDGE AND

WALTHAM FOREST

AGENDA

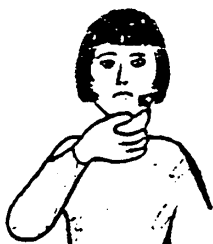
SATURDAY 11AM TO 12:30PM

Contact:

Karin Carne,
23 Chigwell Park Drive
Chigwell. Essex

Tel: 081 500 6327

1. DRINK

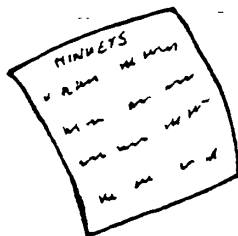


2. APOLOGIES FOR ABSENCE



SORRY

3. MINUTES OF LAST MEETING.



4. TALKING ABOUT OURSELVES



AND ANY OTHER BUSINESS ?

5. NEXT MEETING:
DATE AND CONTENT.

28TH OCTOBER
1989

6. TRANSPORT HOME.



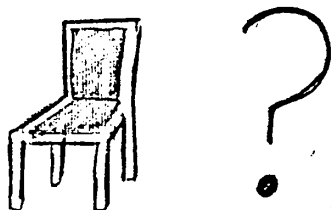
TALKING TOGETHER - CHAIRING MEETINGS



"Hello everyone, thank you for coming"

"Do we have any visitors, perhaps we should introduce ourselves"

2



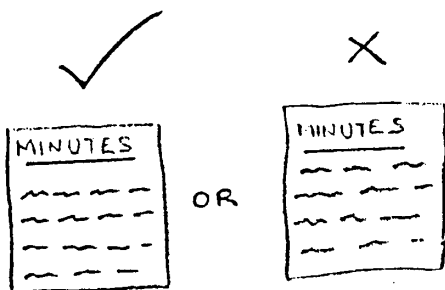
"Who has not been able to come?
Have we got any apologies"

3



"Can someone please read the minutes of the last meeting?"

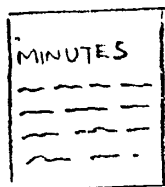
4



"Thank you for reading the minutes"

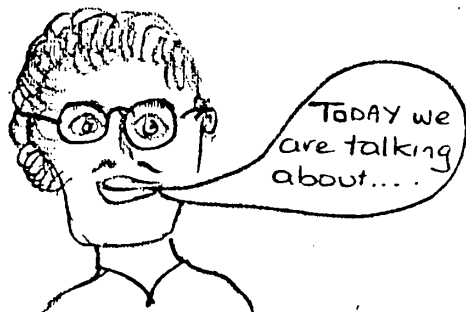
"Were they a good record of what was discussed last time?"

5



"Are there any matters from the minutes?"

"Is there any news since the last time we met."



"Today's topic or item on the agenda is"



"What does the talking together group think about it?"



"What shall we do about it?"
"Do we need to have a vote?"

9

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

?



Date topic and time.

"What shall we discuss next time?"
"Who shall be the chairperson?"
"What time shall we meet?"

10.



"Thankyou for coming"

Contact:

Rob Asplin or Helen Fletcher,
Special Adult Learning Programmes
Charles Street, Luton. Beds.

Tel: 0582 22566

"SUPPORTING SELF-ADVOCACY"

VISIT TO NEWCASTLE
UNIVERSITY - ADVOCACY
COURSE

WEDNESDAY
JULY 10th 1991




ARRIVE TRAIN STATION 1/4 to 1



Train leaves Carlisle
7.00am

ARRIVE IN NEWCASTLE - 8.44am

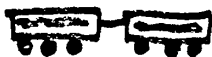
HAYMARKET,
METRO TO UNIVERSITY, MEDICAL SCHOOL

COURSE BEGINS 9.00am - Coffee 
→ 9.30am - Workshop



(lunch provided)

NEWCASTLE : 5.08 pm
RETURN TRAIN TO CARLISE : 6.36 pm



BRING MONEY FOR METRO
AND COFFEE ETC 

Contact:

Rohss Chapman
5 St. Ann's Road
Carlisle, Cumbria CA3 9PP
Tel: 0228 46345

King's Fund



54001000195449

