

Research Priorities for Learning Difficulties in Children and Young People

Children & Young People's Shortlisting Survey

Tell us your top ten!

Within this survey are 40 research questions about learning difficulties. Please tell us the 10 research questions that are most important to you.

Who can take part?

Children and young people with learning difficulties

Additional information

Go to www.SalvesenMindroom.org for:

- an **online version** of the survey
- **more information**, including Q&As
- a **version of this form for adults** with learning difficulties, parents & carers and professionals working in health, education, support etc.

or call: Ai Lim on 0131 536 8898 or
email: LD_research@ed.ac.uk

Learning difficulties definition

For this survey, learning difficulties means a problem of understanding or an emotional difficulty that affects a person's ability to learn, get along with others and follow convention. On a day-to-day basis, this may be many things – struggling with reading, writing or numeracy, not being able to concentrate for long periods, losing track of time, forgetting what has just been learned or acting impulsively.

A learning difficulty may be associated with many conditions such as dyslexia, autism spectrum disorder (ASD) etc. and the person affected may, or may not have a diagnosis.

Survey closes: 18 May 2018



Consent

It is your choice whether you fill in this survey or not. The answers that you write below may be published online and in printed documents but we will never publish your name or personal contact information.

Section A - Your 10 most important research questions

From the following list, please tick up to 10 research questions that you think are the most important.

Please note: We have used different colours to make the questions easier to read. It does not make any difference if they are in white or yellow.

What might be the reason why children or young people have a learning difficulty?

Can a learning difficulty be passed down from a parent to their child?

How can we tell as early as possible whether a child or young person has a learning difficulty?

What is the best way to test a child or young person's learning difficulty?

How does having the label or name of a learning difficulty make a difference to children and young people or to the people who look after them?

For children and young people with a learning difficulty how can experts find out how they are going to get on in the future with things like how happy they are, their skills for learning, or joining in at school or college or friendships

What are the strengths of children and young people with learning difficulties?

How can we know how well children and young people with learning difficulties are going to manage when they grow up/ leave school?

How do learning difficulties make things different for children and young people and those close to them such as parents and carers?

How does having a learning difficulty make a difference to learning and to how children and young people feel about learning?

How does having a child or young person with a learning difficulty make a difference to family life and the people they live with?

What makes the best educational and community environment to help children and young people with learning difficulties to take part and do their best?

If a parent or carer also has a learning difficulty what support would help them to be the best parents they can be?

What are the most important things that can be done to make sure that when young people with a learning difficulty leave school they have the skills to succeed in work life?

How can others understand what it is like for children and young people with a learning difficulty in their everyday life?

What are the best ways to help parents, carers, brothers, sisters and extended families to get the best quality of life when a child or young person in the family is told they have a type of learning difficulty. This includes before, during and after this label/ diagnosis is given and at home, at school and in the community.

What can be done to make sure children and young people with a learning difficulty get the help they need in out of school activities.

What help from the family, the school or other organisations in the community make a difference to children and young people and their family/carers when they are moving through different stages at school and from primary to secondary and beyond school?

How can other people do the best job of helping children and young people with learning difficulty make choices and decisions?

What early help works best for children and young people with learning difficulties, at what age or stage is it best to happen and which type of help makes the biggest difference when these children are older or grown up?

How can the best support be planned for children and young people with learning difficulties and complex needs?

How do learning difficulties make a difference to children and young people's ability to make friends and their social interactions (including on social media such as Facebook and Snapchat)?

Which are the best types of support to help children and young people with learning difficulties live independent lives?

How can all the different professionals work together with parents and carers of children and young people with learning difficulties to make things the best they can be for them?

What kind of communication and technology supports are most helpful for children and young people with a learning difficulty and how can they get what they need? Examples: (ICT) (e.g. augmentative and alternative communication (AAC) devices, ICT-based communication aids, assistive technology, iPads/writing aids/tablet/phone)

For children and young people with a learning difficulty how can we make best use of the money available and the professionals who work with them to give the best support?

What helps children and young people understand their learning difficulties?

How can toy manufacturers identify what children with learning difficulties need in order to make good toys for them?

What types of physical and mental health conditions do children and young people with learning difficulties have and how common are they?

Why are children and young people with learning difficulties more likely to experience mental health problems?

What are the causes and what is the relationships of physical and mental health conditions that children and young people often have as well as a learning difficulties?

How do learning difficulties make a difference to sleep and what are the best ways of helping with sleep problems

For children and young people with a learning difficulty, can we find out more about the causes of sensory differences, how common they are, if they make it more difficult to learn and the supports that help best.

What might make it take longer to get a diagnosis and/or help for a learning difficulty?

What do teachers need to know to be able to work out if someone has a LD as early as possible and to know how to support that person's learning so that they can do their very best?

What do other professionals (not teachers) need to know to give the best support they can to children and young people with learning difficulties and their families/ carers.

Which strategies work to stop discrimination, stigma and bullying of children and young people with learning difficulties?

How can we help the public understand more about learning difficulties? Will changes to how much the public knows make life better for people with learning difficulties?

How common is it to have a learning difficulty and also the physical and mental health conditions that people often have as well as their learning difficulty? Is it getting more common, and if so why?

How many children and young people get everything they need to support them with their learning difficulty at home, school, in the clinic and or at work?

Section B - Anonymous information about you

1. What is your gender?

- Male
 Female
 Other (Please specify) _____
 Prefer not to answer

2. How old are you?

- Prefer not to answer

3. What is your ethnicity?

- White
 Mixed/multiple ethnic groups
 Asian or Asian British
 Black African, Black Caribbean or Black British
 Other (Please specify) _____
 Prefer not to answer

4. What is your postcode?

5. What learning difficulty(ies) do you have?

- I do not know
 Prefer not to answer



Section C - Additional details

- 6. Would you be interested in taking part in the final project workshop to agree and rank the final top ten research priorities?** (More details can be found on the survey information sheet or at www.SalvesenMindroom.org)

Yes No

If **yes**, please give us your name and email below.

Your contact details*:

Name:	
Email address: (Please complete in capital letters)	
If you don't have an email address – please give us your postal address and/or telephone number	
Postal address:	
City/Town:	
Postcode:	Phone number:

Thank you for completing this survey!

Updates about this survey, including the results, will be available online at www.SalvesenMindroom.org

Please return your completed survey by 18 May 2018

- by email to: LD_research@ed.ac.uk
- by post to: Dr Ai Keow Lim
The Salvesen Mindroom Centre
c/o Child Life & Health
University of Edinburgh
20 Sylvan Place
Edinburgh EH9 1UW
- by freepost envelope. For an envelope call 0131 536 8898 or email LD_research@ed.ac.uk

*Data Protection: Your contact details will be kept confidential and secure by The University of Edinburgh in accordance with the UK and European Data Protection laws. We will only use your contact information to provide you with future updates about this project and the information we hold on you will be destroyed once the project has been completed (by 31 December 2019.) You can withdraw your consent to us holding your data at any time using the contact details above. If you believe your data has not been handled correctly you have the right to complain to the Information Commissioner's Office (ico.org.uk).