The Salvesen Mindroom Centre

Project delivered by

THE UNIVERSITY *of* EDINBURGH

In partnership with

James Lind Alliance
Priority Setting Partnerships

The top 10 research priorities for learning difficulties

Choosing the top 10

1. Gathering questions about learning difficulties

828 questions submitted by **367** young people with learning difficulties, parents and professionals.

828 questions

2. Working with data

Questions were condensed down to a shortlist of **40** questions.

40 shortlisted questions

3. Interim priority-setting

361 people completed the second survey to prioritise the shortlist of questions.

361 people completed the second survey

4. Final priority-setting

25 workshop participants of young people with learning difficulties, parents and professionals, discussed and agreed the priorities of the final top **10**.

25 workshop participants

Top 10

So what next?

The top 10 priorities will now be used by researchers to inform their future work discovering more about learning difficulties. This will also move us closer to ensuring that no mind is left behind and every child and young person with learning difficulties achieves their full potential.

Top 10 priorities for research into learning difficulties

1 **Upskilling education professionals to provide optimal support**

What knowledge, skills and training do educational professionals need to identify the early signs of learning difficulties and provide optimal support for children and young people affected to help them achieve the best possible outcomes?

2 **Best environment**

What is the best educational and community environment for children and young people with learning difficulties?

3 **Professionals working with parents to improve outcomes**

How can multiple types of professionals work together with parents and carers to improve identification, diagnosis, interventions and treatments and achieve the best outcomes for children and young people with learning difficulties?

4 **Best early interventions**

Which early interventions are effective for children and young people with learning difficulties, at what ages and stages are they best introduced and what are the long-term outcomes?

5 **Upskilling health, social and third sector professionals**

What knowledge, skills and training do health, social work and "third sector" (e.g. charities and support services) professionals need to understand the best support to give children and young people with learning difficulties and their families/carers?

6 **Support for families**

How can parents, carers, brothers and sisters and extended families of children and young people with learning difficulties, be best supported to achieve their best quality of life before, during and after the diagnosis or identification in home, school and community contexts?

7 **Identifying early signs and symptoms**

How can we best identify early features, symptoms and signs of learning difficulties amongst children, young people and their families/carers?

8 **Effective assessments**

What is the best way to assess learning difficulties in children and young people?

9 **Strategies against stigma and bullying**

Which strategies are effective in preventing stigma and bullying towards children and young people with learning difficulties?

10 **Strategies to live independent lives**

Which strategies are effective in helping children and young people with learning difficulties live independent lives, including during times of transitions?