

# Personal Communication Passports

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[www.communicationpassports.org.uk](http://www.communicationpassports.org.uk)

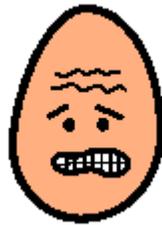
[www.aacscotland.org.uk](http://www.aacscotland.org.uk)

[www.communicationpassports.org.uk/sweden/](http://www.communicationpassports.org.uk/sweden/)

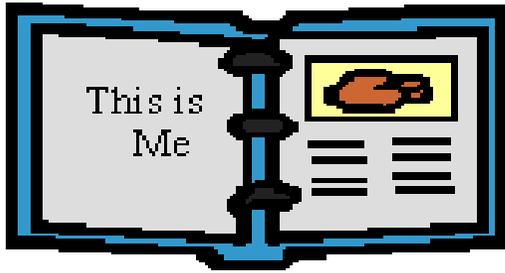




- New person coming to your school or centre?
- Well known person leaving your school or centre?



**You need PASSPORTS!**



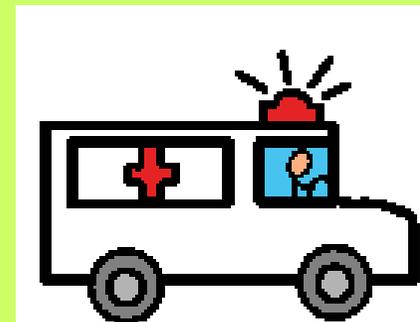
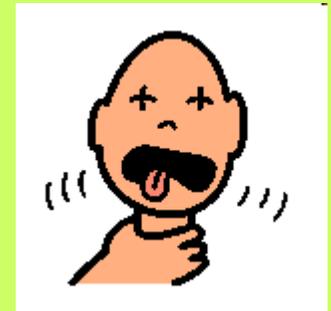
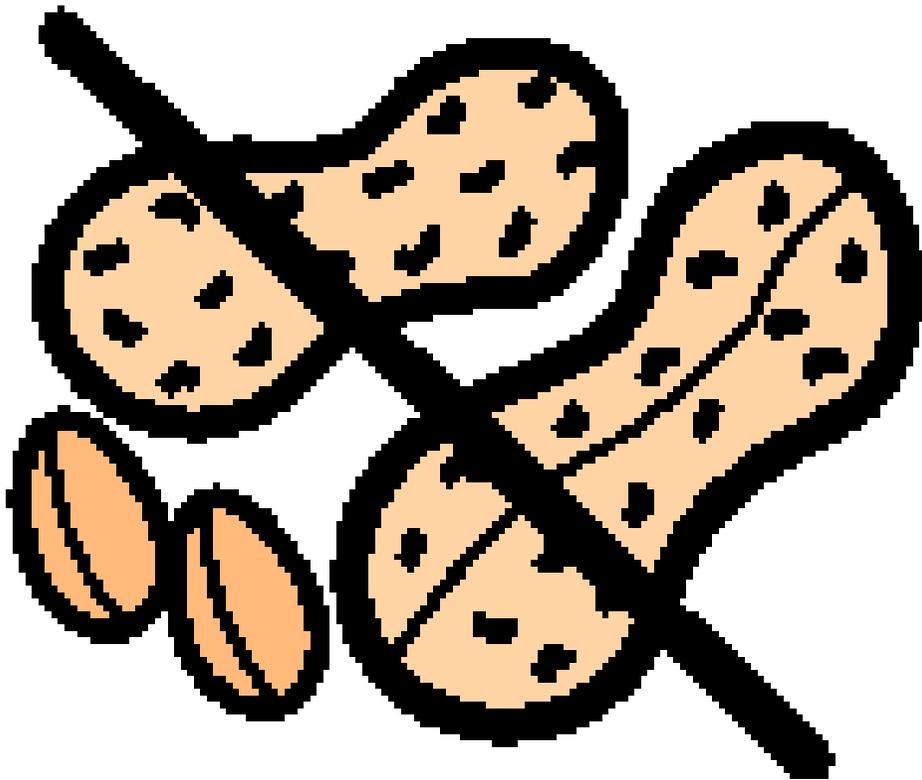
# What are Personal Communication Passports?

- Passports record & present the important things about a child or adult, in an attractive, easy to follow and person-centred format.
  - are a practical and person centred way of ‘giving a voice’ to individuals who cannot easily speak for themselves – and they support families and staff too.
  - support transitions between settings or services.
  - ‘translate’ and make sense of formal assessment information.
  - pull together complex information from past & present, and from consultation with different people and contexts (including the person him/herself, if possible!).
- Not a complete ‘list’ but a a synthesis / distillation – easier said than done.....***
- provide one way of representing the views of the individual.

Hey !!!

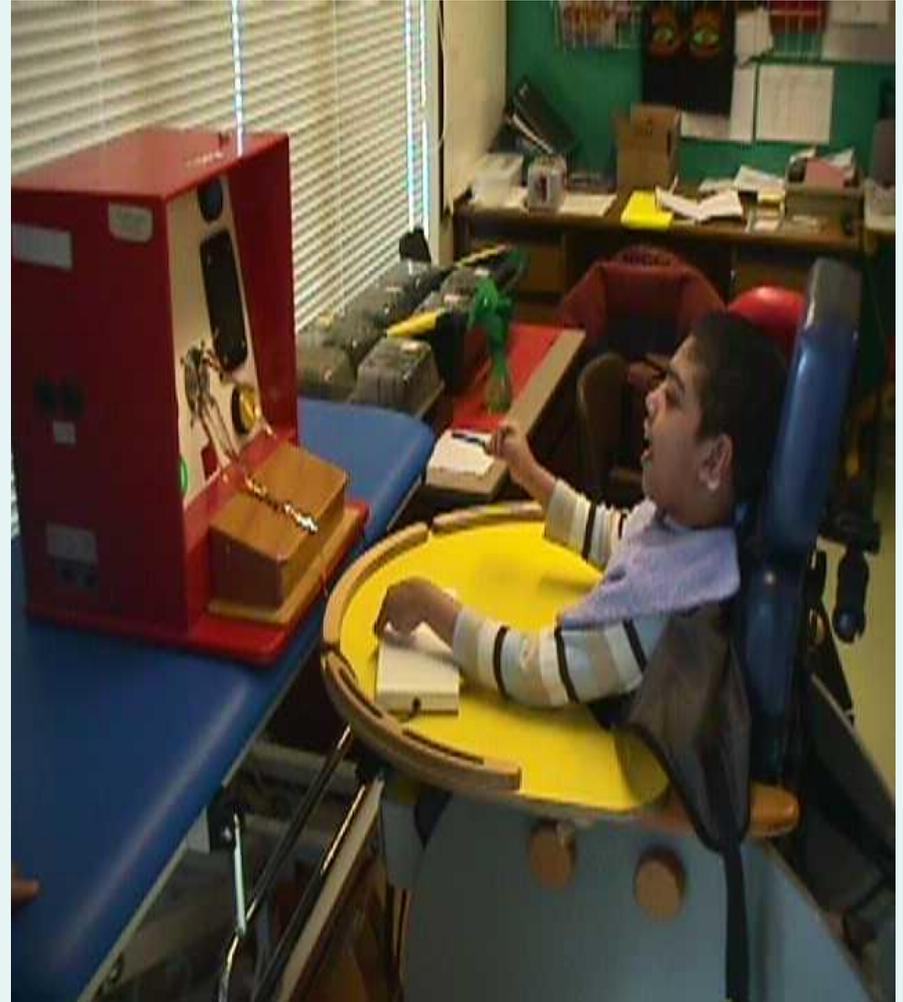
NO Nuts!  
NEVER!

Deadly serious...

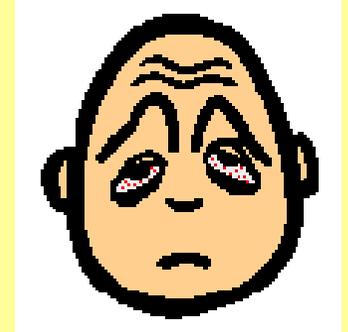
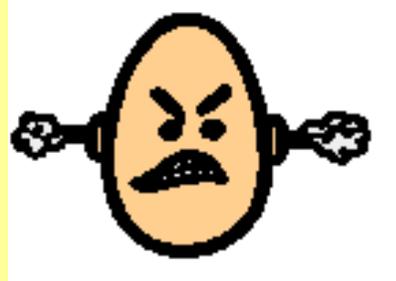
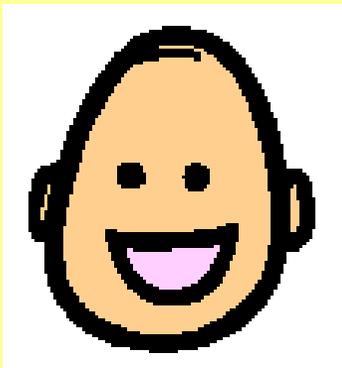


# Things I can do

I can use a big switch to work a toy or music player or a fan - but make sure it is well stuck down with Velcro or I'll knock it off the table.



When I am happy I smile and giggle,  
and wring my hands



- When I am agitated, I grab at people or pinch.
- If I throw an object of reference I am showing that I do not want to do the activity. Please respect this choice.
- If I am bored, I cross my legs and stretch them in front of me, twist my body and press my fists into my right side.

Me



(photo)

My name is Stuart Paterson. I am 17 years old. I live in Leith, Edinburgh.

I live with my Mum and Gran, and my little brother Keith.  
I have a dog called Joss, he is my best friend.



I like



I go to Fairview school, I am in the Leavers group.  
My teacher is Mr. Scott, he is good fun, and he plays the guitar.  
My friends are Craig and Kenny, we like computer time.  
I like swimming and running - I am pretty sporty.  
Being active helps to calm me down.  
If the going gets rough, let's go outside for a walk



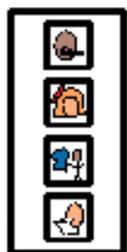
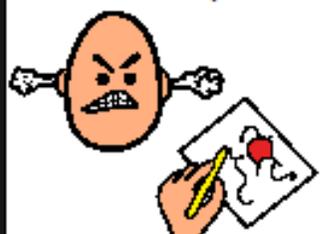
how I learn



So long as I am calm, I can listen and understand. I take things in slowly, so I need gaps and time to think. I don't always react at once, and I never answer direct questions, but you'll be surprised later at how much I have taken in.

It helps me to look at pictures, so I like to look up Google Images to find pictures of the things we are talking about

help!



There are a few things that stress me out! Noise, and being rushed, and having to make choices. Please help me to avoid this and use the things that help to keep me calm.

Always use my picture schedule to talk about what what I am doing next, and bring a pad of paper and pen to draw with.

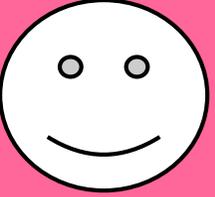
If I start getting stressed, I jump on my tip toes and blow out noisily.

I calm down if you use the pen and quickly sketch while you talk quietly about the choices.

This is me



- I have athetoid cerebral palsy, affecting all four limbs, and causing fluctuating muscle tone and poor hand function
- I use a wheelchair and other mobility equipment
- I have eating and drinking and swallowing problems
- I have delayed auditory processing
- I have severely dysarthric speech



I LIKE

Winding  
people up

Justin Bieber  
&  
Girls Aloud

magazines  
shopping  
clothes  
videos  
CDs

People my  
own age

**crisps!**

## Talking with me



I understand loads.

You can help me understand even more by:

- going slow
- giving me time to think
- saying just a little at a time
- talking with your hands as well as your mouth
- getting down to look me in the eye!
- showing me the picture in my communication book.



When things get a bit too much for me

Watch out for me getting over-excited. I don't like it.  
I lose control physically.  
I might even be sick or grab you hard.

If I do get over excited, please help me

Say 'Calm down' and sign if you can.

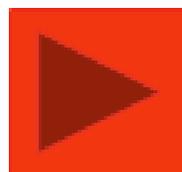
Give me time to relax.



If something is too difficult for me I might turn my face away, bite my shirt or grimace a bit.

I am not being naughty. I need you to tell me it's ok.

Please move on quickly and help me to choose something else to do.



# Personal Communication Passports



- present the person positively as an individual (usually written in the '1<sup>st</sup> person') not as a set of 'problems' or disabilities.
- Help new people to quickly get to know the person.
- describe the person's most effective means of understanding and of communicating expressively, so that others can be better communication partners.
- involve the user as much as possible.
- stimulate and provide a shared context and focus for communication.

Passports are often little leaflets or booklets, but can be single sheets, a bunch of credit-card sized cards on a keyring, onscreen e-stories, place-mats at mealtimes, carried as a folding card, etc.



**In this (Special School) nursery, every child has a Passport. They bring it in their bag each morning and it is placed in their cubby hole, so all staff know where to find it. All new staff, volunteers or visitors are asked to read the child's Passport before spending time with them.**



Ideally,  
Passports are  
**always with /on  
the user** – tied  
on, in bag,  
attached to  
chair

# Page Index

1. All about me
2. Vital stuff you **need** to know
3. My family
4. My school & my pals
5. Speaking and communicating
6. Here's my signs
7. My Talker
8. My symbol book
9. How to help me communicate
10. Things to do, places to go
11. Eating and drinking
12. Fun stuff - things I like!
13. I don't like
14. I can do it myself
15. I need help
16. I'm working on .....

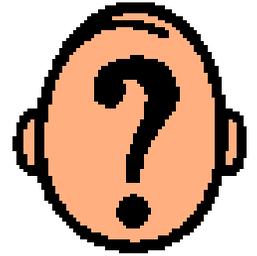
*Hey – guess my favourite colour?*



***BEST page numbers = 2-6, MAX 12-18***

2 December 2005

# Who needs a Passport?



- People coming into contact with large numbers of others, where communication between them is not easily achieved.
- People facing transitions from one setting or from one service to another.
- People in situations where there is a rapid turnover of staff or a number of temporary or untrained staff.
- People who need consistency and continuity in how others interact with them

# People of all ages in any type of setting, whose communication is -

- at an early stage of development;
- unclear or difficult to understand;
- unconventional eg. use of AAC;
- not independent.

# Why are Passports needed?

- Think of a child or adult you work with and know well.
- List and count up the number of significant people he / she comes in contact with throughout the day./ week , at home and during the day. How many?
- How many of these have access to care or speech & language therapy notes? Come to review meetings?
- Does the person have a passion or a favourite activity? Details of previous life? Names of family and friends, pets? Favourite TV programme? Favourite music? Favourite place?

**Are there gaps in your knowledge?**

# Transitions?

- Home to pre-school
- Pre-school to school
- Class/year to year
- Primary to Secondary
- Teacher / staff to teacher / staff
- Leaving school
- College, employment, day care services
- New Activities, friends

**More.....**

# Who uses Passports?

- Children, adults
- AAC users, people with profound and complex needs, School children with hidden difficulties, eg. dyspraxia, ADHD, dyslexia, disordered language (and, actually all school children)
- People with complex care/support needs who could have more dignity and be more independent if others understood and knew them better....

# Who makes Passports?

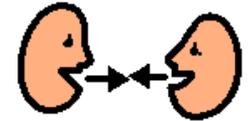
- Those who know the individual best
- Teachers, care assistants, therapists, support workers, parents, family members ...
- BEST PRACTICE is TEAM approach



- Even social care students, trainees who have some TIME, and the right kind of open mind
- Sometimes the least highly qualified people make the best Passports...

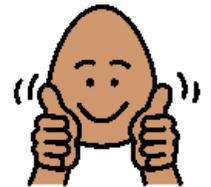
# How to collect information?

- Face to face conversation, questions and discussion



- Cross-checking

1. Positives - What people like about the person



2. What matters to the person



3. What help and support is needed



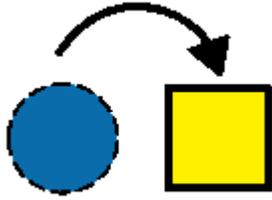
- ☹️ Use a written questionnaire ☹️ only if desperate...



1991-2016

25

- Have Passports stood the test of time? Are they still needed? Have Passports developed and spread?
- What's new? What's changed?
- What's most important?
- How can we make this work – and keep making it work...?



## What's changed?

- New generations of professional and support staff
- New technologies available
- AAC more widespread
- Greater recognition of need for accessible information
- Greater awareness of need to seek permission
- High emphasis on security of data



## What's stayed the same?

- People with complex communication support needs
- Need for information capture and sharing
- Continual changes of staff
- Transitions

# Since the early 1990s... standards have risen

- Law has changed – Child Protection, Disability Discrimination legislation; Human / Children’s Rights, Mental Capacity Act, Additional Support Needs Education, Care Commission standards
- Practice in education, health & social care is more person-centred, and more accountable.
- Partnership with parents and family, and Interagency collaboration is more highly emphasised.
- Evidence of consulting the individual and taking account of their views is required.
- Inclusion is the norm, not the exception.
- Use of AAC has grown!



**Scottish Executive April 2001**  
**National Care Standards**  
**People with Physical and Sensory**  
**Impairments: *Communication***

*“To be fully included in everyday life everyone should have, as a basic human right, the support they need to enable them to communicate their views, to be understood, and to understand others. ....*

*There will be: ...*

*... a record of information passed on or requested and provided at the point of moving on or introduction to new setting (e.g. Personal Passport).”*

# **In this changing context –**

**Yes, Passports are still seen as useful and important. Yes, their use has spread.**

- Different forms of Passports have evolved, and a broad range of different uses.
- Different levels of uptake and ‘institutionalisation’ at an ‘official’ level.
- Many different countries around the world have started making and using Passports.

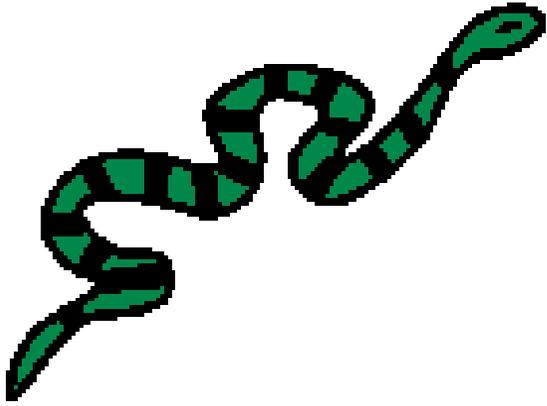
**But Passports keep the same underlying values and principles.**

# Basic Ethics / Quality Assurance

- **Permission has been granted, data is protected (reasonably, not insanely).**
- **Collaborative team work is ensured.**
- **Passport can do no harm to the Passport owner (or others!)**
- **Passport is accurate.**
- **Passport is updated.**
- **Passport Coordinator's contacts are listed**

# Raising quality, and trying to avoid mistakes if possible....

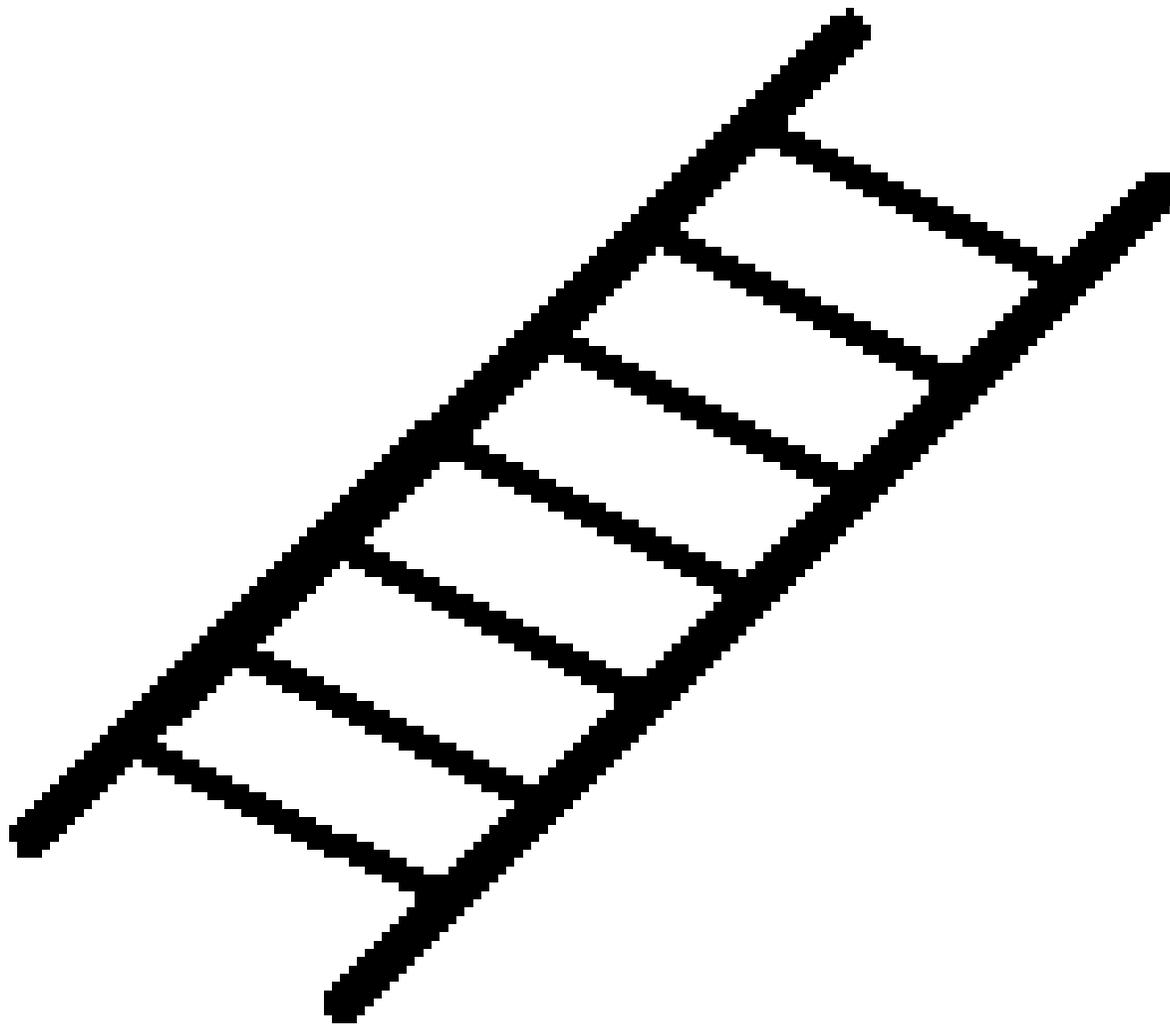


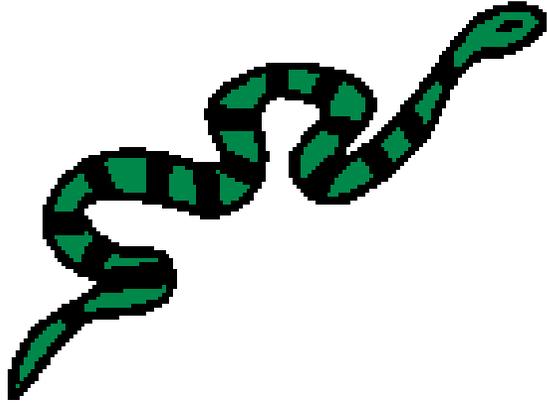


## Things that can go a bit wrong

(but don't worry, any Passport is always better than none! Things can get better.)

# Practices that can help and raise quality





## **PROCESS not product is most important**

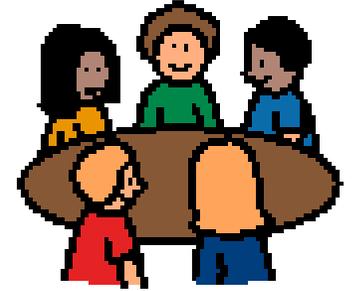
- New staff may be unaware of the background values and principles
- They mistakenly think it is the 'end product' i.e. the actual Passport that is important.

**In fact, it is the PROCESS that is really important**



# Process

an enriching learning experience



- Building relationships and trust
- Encouraging families, valuing their role and giving them more control
- Increasing self-esteem and confidence of support staff, valuing their knowledge equally
- Helping staff and families to observe, interpret, problem-solve, and record more effectively
- Stimulating collaborative working amongst key people



## One person does everything

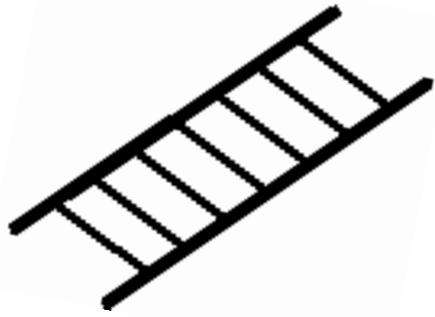
- A single professional makes Passport purely as a professional tool

### Concerns

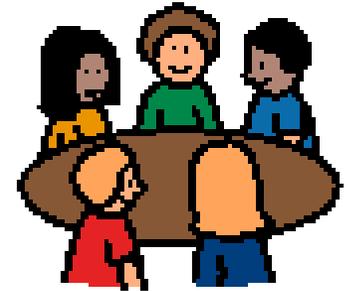
- Lack of family and team involvement - Passport perceived as that professional's responsibility.
- Likely to be abandoned unless ...

### Action?

- Aim to empower parents/family, transfer skills, share responsibilities



# Collaboration



- Passports NEVER made by just one person!
- Coordinator + inner team (family member)
- Linking with wider team
- Promotion / publicity for external world – eg. Book Launch party, postcards etc.

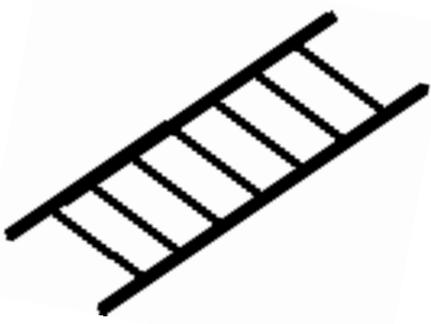


CALL Outreach Courses  
& coffee/cake workshops

Team working, with  
parents



# Best Practice



- The *collaborative process* of making a Passport
- The *product* - Passport itself
- Desired outcomes
  - Passport is *used* to good effect with/for the child
  - Passport is *updated* and developed
  - Passports are *embedded* within establishment/service
  - Passports & process *monitored & evaluated*



# Establishing Passports in an organisation



## DON'T

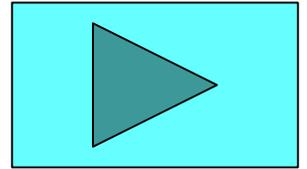
- See Passports as a, one-off short term 'project'
- Leave all the work to one keen person to do in 'marginal' time, as a an 'optional extra'

## DO

- Include Passports inside organisation's key Policies, eg. School Improvement Plan.
- Recognise need & 'budget' for staff time to be allocated for Passport creation.
- Put quality assurance mechanisms & procedures in place.
- Cycle of Passport updating included in review meeting/report schedules

# Project Evaluation Reports

## Projektrapport Kompass (DART 2000)



20 practitioners & users, mainly positive or very positive, lots of useful comments and suggestions

<http://www.dart->

[gbg.org/tips material/tm kommunikationspass](http://www.dart-gbg.org/tips_material/tm_kommunikationspass)

## It's My Book (Coakes et al, 2003)

Making Passports in partnership is a good way to empower parents, engage child, develop shared interaction, ensure appropriate use. (young children)

# It's My Book Coakes et al

Written by Lewis's Mum

*“Lewis's Passport has been, and still is, one of the best things I've spent time on, I realised quickly that it was not just another 'job', but a labour of love. Regularly updating it lets me see just how much he has changed, his likes, dislikes, favourite characters and his personality ... and grown up and progressed.*

*So why not just have a photo album? Because your child's Passport is so much more than that. It's a door to a world of communication that can be difficult to open. It is a way for the individual to be heard when they don't have a voice. Most of all, it is exactly what it says it is; it is a Communication Passport.”*

# 10 / 20 year cycles?

Sense Scotland 1996 - 2006

10 years from initial evaluation to adoption in policy

Scottish Care Commission

Numerous Non-Profit / Charity agencies

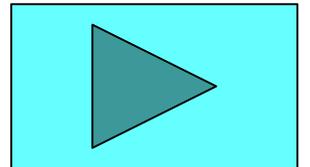
# Evaluation

## Birmingham Children's Hospital (Sherlock, 2006)

Passports found to be the most useful of all the AAC supports offered to children. (26 children, 2-15+, range of complex CSN)

## CALL Scotland (Millar, 2007)

Attitudes to Passports are overwhelmingly positive, but some practical barriers are highlighted, e.g. lack of time esp. for collaborative teamwork



# Evaluation

Communication and people with the most complex needs: What works and why this is essential (Goldbart & Caton, 2010)

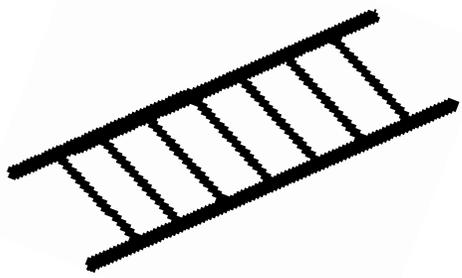
What Works? Capturing and Sharing Information – Communication Passports.

Researchers, practitioners and parents all reported Passports as useful (though time-consuming to produce).

*“an excellent way of introducing the individual and enabling others to communicate with them”.*

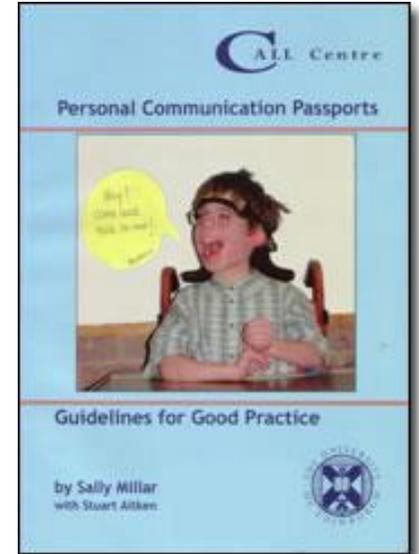
*“supportive of community participation*

**[www.mencap.org.uk/sites/default/files/documents/2010-12/Comms\\_guide\\_dec\\_10.pdf](http://www.mencap.org.uk/sites/default/files/documents/2010-12/Comms_guide_dec_10.pdf)**



# Self Evaluation

- Collect ideas and advice, examples
- Choose a template
- [www.communicationpassports.org.uk](http://www.communicationpassports.org.uk)
- **Bildstod.se (DART)**
- Use the CALL Scotland guidelines to Good Practice



## Auditing Passports

### GOOD PRACTICE CHECKLIST

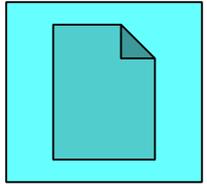
### MINIMUM STANDARDS of QUALITY

<http://www.communicationpassports.org.uk/Creating-Passports/Good-Practice/>

# Five Good Communication standards

Royal College of Speech and Language Therapists

[http://www.rcslt.org/news/good\\_comm\\_standards](http://www.rcslt.org/news/good_comm_standards)



1. *There is a detailed description of how best to communicate with individuals.*
2. *Services demonstrate how they support individuals with communication needs to be involved with decisions about their care and their services.*
3. *Staff value and use competently the best approaches to communication with each individual that they support.*
4. *Services create opportunities, relationships and environments that make individuals want to communicate*
5. *Individuals are supported to understand and express their needs in relation to their health and well-being.*



## Passport or Photo Album?



### DON'T

- Include & caption 'every' photo the user might like / respond to, so that they determine the content of the Passport and distract

### DO

- Design content and text first
- Keep narrative clear
- Add a few pictures to illustrate and enliven, and give user access



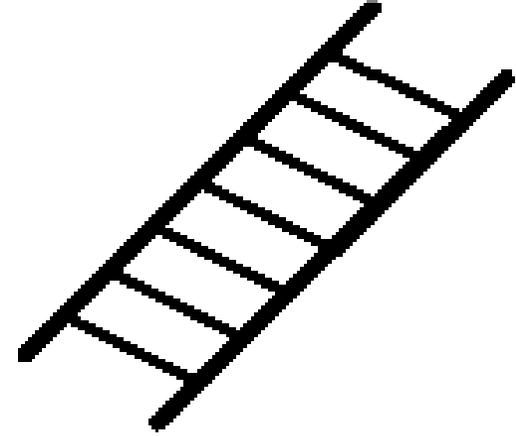
## Passport or Communication tool?



- **A Passport is not enough: AAC support for a user – they need communication tools too!**
- **Avoid confusion; don't make a Passport look TOO much like a pic / symbol communication chart or book**

- **Remember a Passport is not a direct intervention or a communication tool**
- **It is a support for user, staff, family and community**

# Different Forms of Passports



- Booklets, leaflets
- Single Page passports / One Page Profiles
- Single focus passports
- Mini Passports
- Posters
- Multimedia (talking) Digital Passports – on portable device, online etc.

This is the day I went to  
Gorgina and Andrew's wedding



Doesn't my Daddy  
look good in the Kilt,  
whilst sporting the  
lastest "Gucci" handbag  
ha ha !!



I gave Gorgina a  
lucky horseshoe, she  
looked like a princess  
No! that is not Claudia  
Schiffner in the pink  
dress, its my lovely







# Wall Displays

## Mini Passports Passport Leaflet

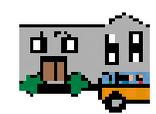




I am Guy



I am 5



I go to Green Nursery



My twin brother  
Gregor goes there too



I like



cars



biscuits



playing



I don't like



sitting still



lots of people near me



lots of noise



I need



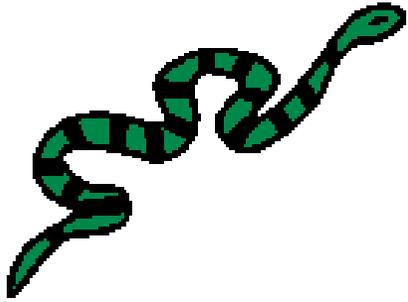
help with my drink !!!



symbols and signs  
to help me understand  
& talk

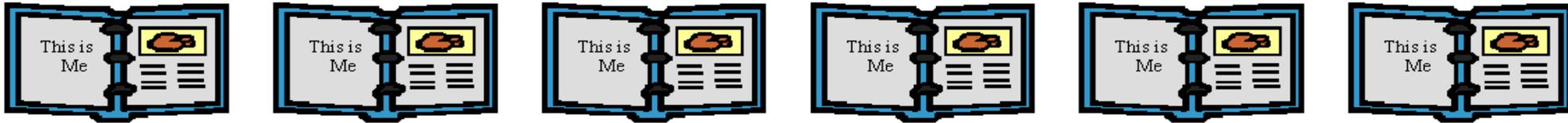


you to stop me  
running away !!!



## Assembly Line Passports all the same

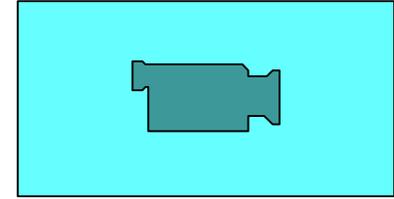
- One successful Passport is made, then and a series of 'standard' Passports is quickly rolled out from the computer (more or less 'cut and paste') by a 'passport expert'.....



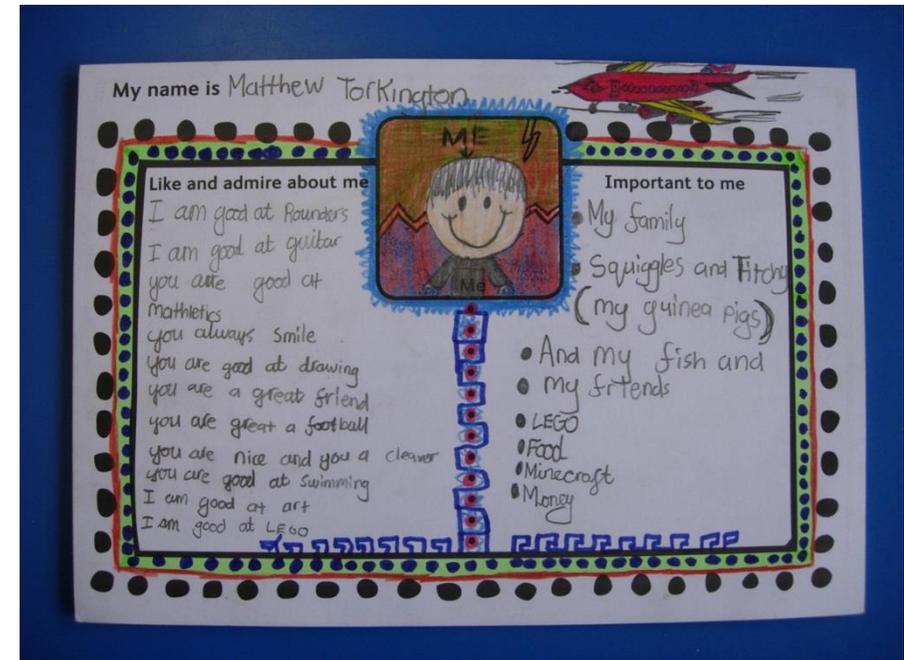
☹ Little or no consultation / personalisation  
= 'lowest common denominator', a tick box  
exercise...



# Children Make their own (set format, personalised content)



**One Page Profiles** (Helen Sanderson Associates) found useful in schools for ALL pupils



<https://www.youtube.com/watch?v=u5ft4Hbyoes>



## Clear about purpose & context?

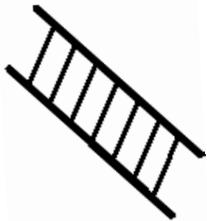


### DON'T

- Include 'everything' - unless needed

### DO

- Consider the need and the context(s) in which Passports will be used before designing Passport
- Think about whether 2 or more documents will be better than 1 huge one



# Single Focus Passports

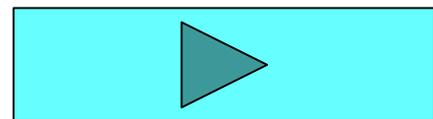
- Not everybody needs a Passport all the time
- Someone may need a Passport for a specific purpose / context (although not in others) For example – going into hospital

National Autistic Society:

<http://www.autism.org.uk/about/health/hospital-passport.aspx>

Widgit A& E Emergency Health Passport

<http://www.widgit.com/resources/health/e/>

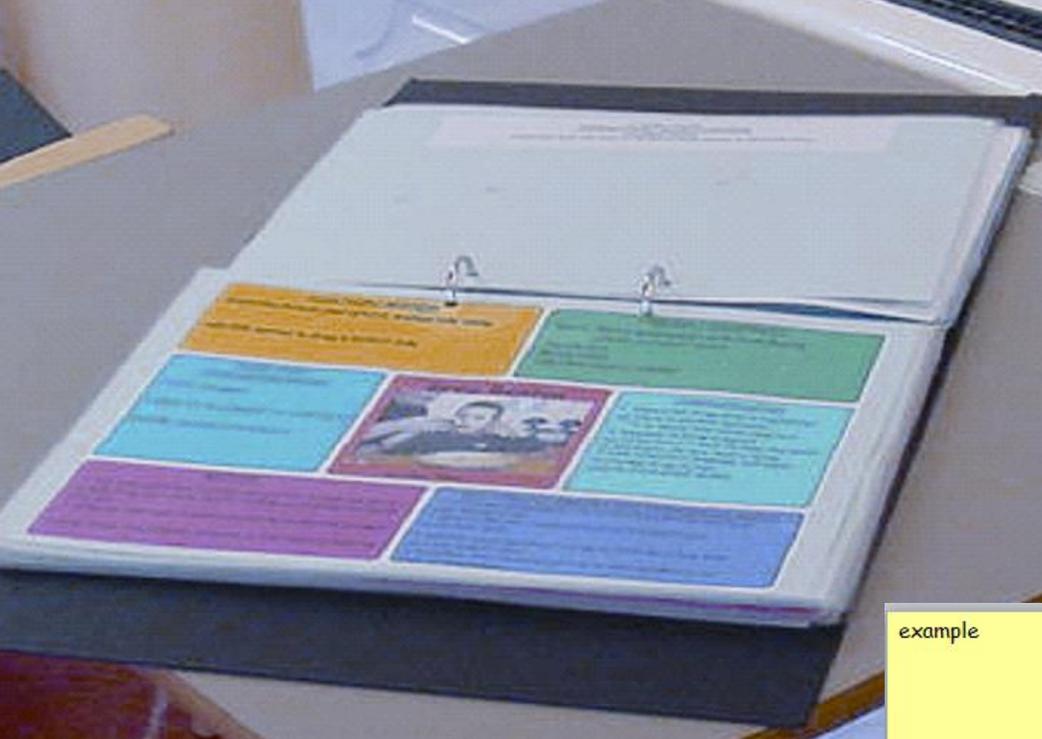


# Purpose & Quality of Information

## How to collect information

3 things

- Hospital emergency
- Going on a group holiday together



# Single Focus Passports eg. eating & drinking

example

## Personal Place Mat

Angela Crocker 1<sup>st</sup> August 2011



I have all drinks thickened to a puree consistency.

This is my spoon.

[http://www.communicationpassports.org.uk/Common-Assets/spaw2/uploads/files/Place\\_mat\\_Template.ppt](http://www.communicationpassports.org.uk/Common-Assets/spaw2/uploads/files/Place_mat_Template.ppt)

<http://www.communicationpassports.org.uk/Common-Assets/spaw2/uploads/files/Angela%20Crocker.pdf>

# Check my hands!

- My elbow(s) are supported on table
- I use my *left* hand
- I must use Peter Pointer finger (make a handshape for me to copy, if I forget how)
- I use the joystick, not finger, for dragging on worksheets.





# Support Communication, don't replace it



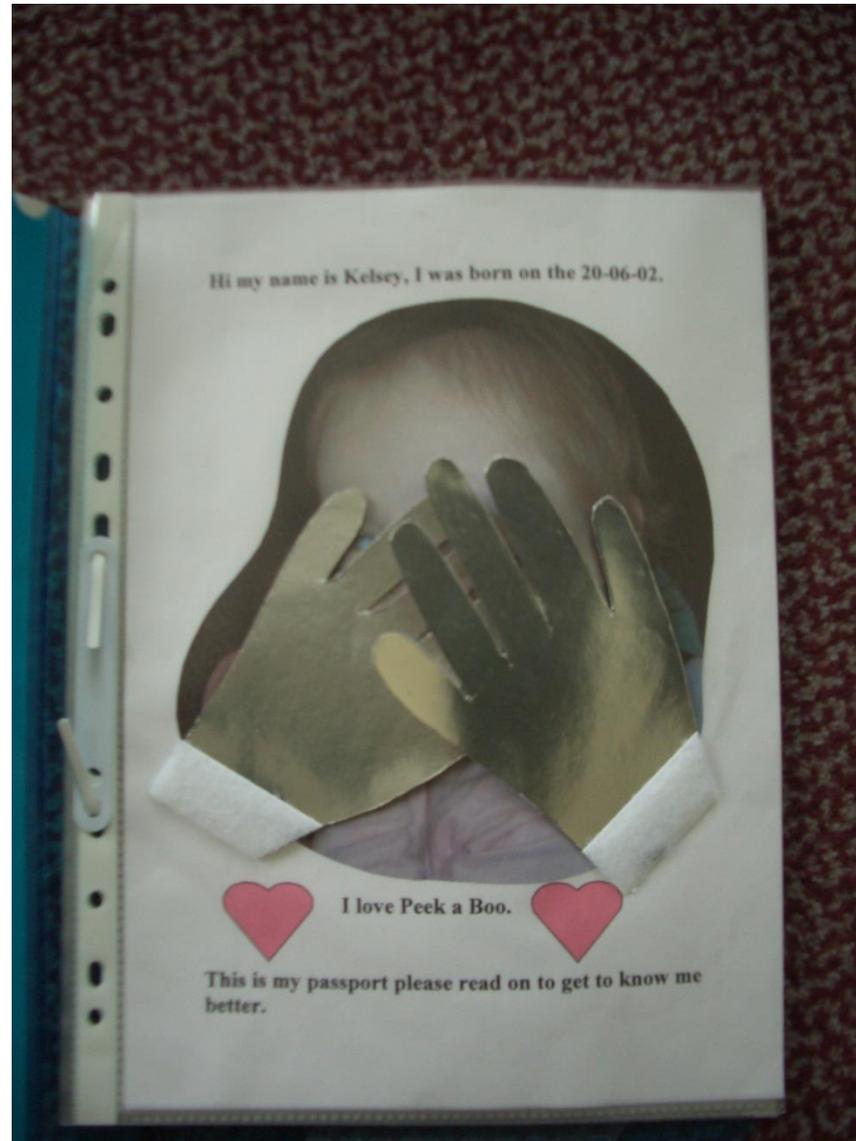
## DON'T

- Take over and speak 'for' or 'instead of' the user
- Make Passports into passive 'lists'

## DO

- Make Passports active and interactive
- Build in opportunities for pleasurable interaction, around Passport content

# Peek a Boo Passport



Hi my name is Kelsey, I was born on the 20-06-02.



I love Peek a Boo.



This is my passport please read on to get to know me better.

# My Special People



# Let's Choose a Song

I really like music:



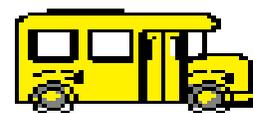
- My favourite is *'Twinkle little star!'*



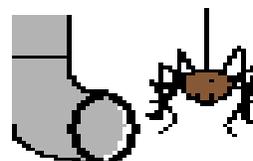
- *Baa Baa Black Sheep*



- *The Wheels on the Bus*



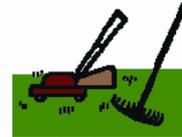
- *Incy Wincie Spider*



# How interactive is the page?

- I like gardening
- I like going to the cinema
- I like looking after my houseplants
- I like going to the pub
- I like watching videos

Ask me what I like to do best in  
my spare time

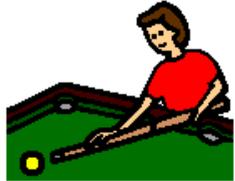


# Things I can say with my symbol book

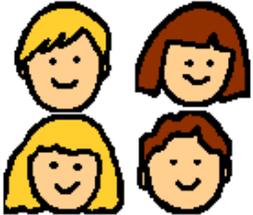
I can answer questions and tell you about



- home (ask me about my dog Barney)



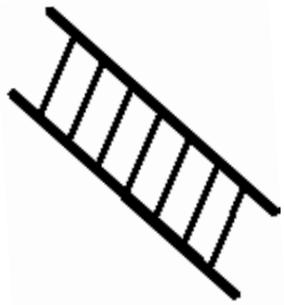
- snooker (who is tops?)



- people in my family and in my group at the Day Centre (ask me about my best friend Kelvin)



- different shops, and things I buy (which shop do I like best?)



# Scheduled Updating

- Who is responsible?
- Post-It method
- Date each page (not whole Passport)
- Note date that update is due - review date

## How often?

- Mini – 3 months/Once a term
- Maxi - 6-12 months / Before Annual Review meeting



## Where is the user?



### DON'T

- Passport talks 'about' the user – but no participation
- User is unaware of the Passport's existence and/or purpose
- Lack of 'connection' - Passport is likely to be abandoned

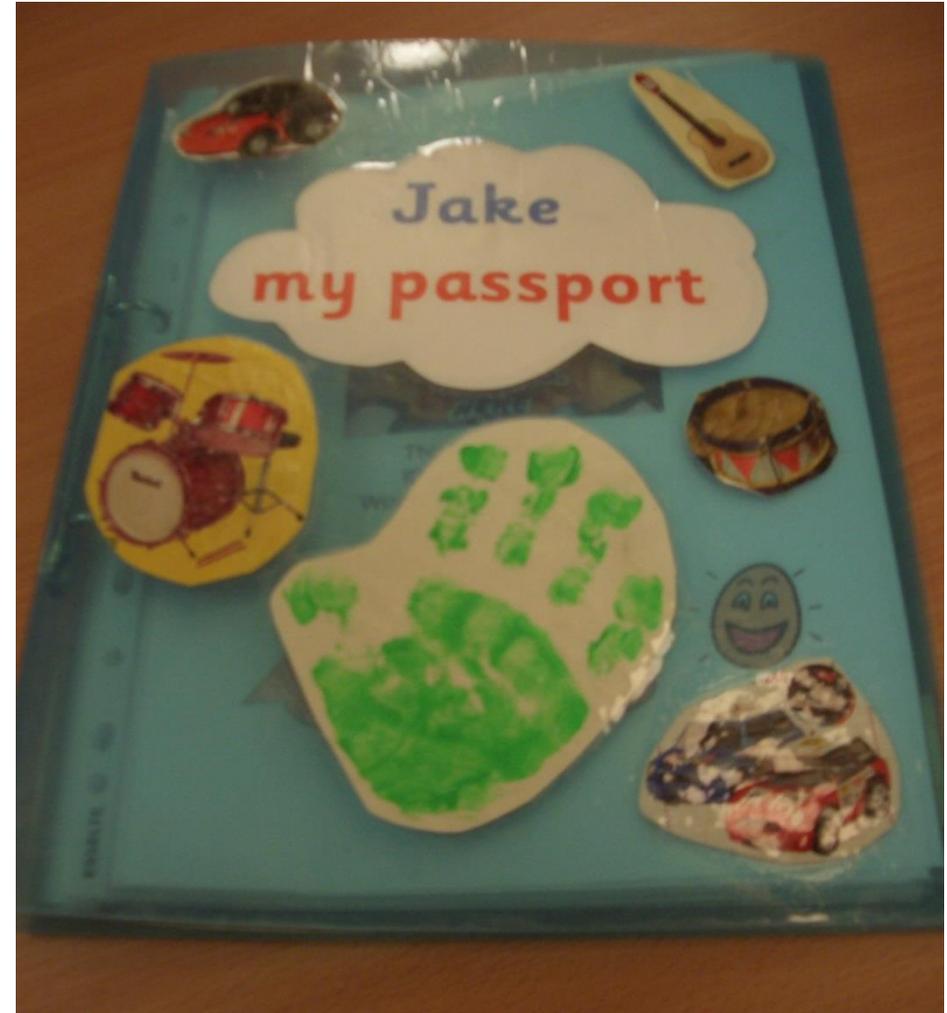
### DO

- Involve the user from the beginning
- Consult the user for his / her views
- Ensure the user feels ownership
- Likely that the Passport will be valued and used

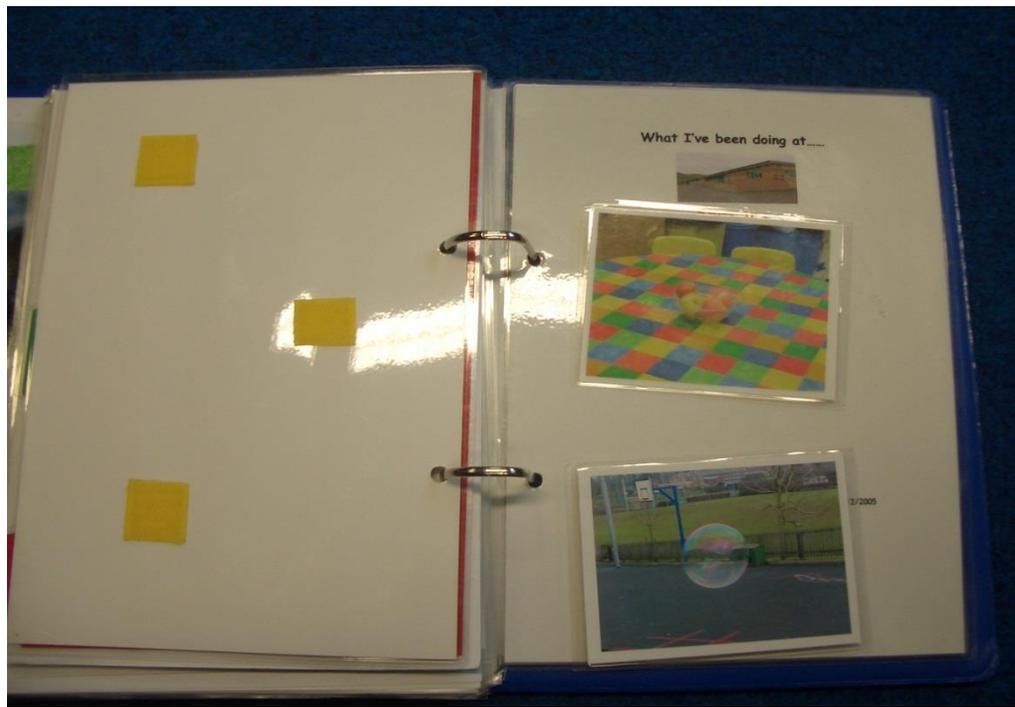
# Choose your book colour



# Cover, Decorate your book



- Try to ask user's permission
- Get person to choose own booklet, or colour, add cover, pictures, decoration, etc.
- Spend time together on page creation, especially choosing photos
- Read through Passport with them, looking at photos, explain and go over short sections, watching for reactions. Repeat frequently - part of regular routine.
- Includes songs, jokes, fun things that makes the person enjoy reading through Passport, associate it with good times, and seek it out, positively.
- Keep the Passport nearby at all times, so they come to associate it as 'theirs'
- Include info on how to find out whether they like or dislike things, as well as/instead of a list of likes and dislikes.
- Include info about how others should ask for permission to look at Passport (and 'autograph' page to sign to show they've read it).





Older and more able children can take  
more responsibility for content

# I CAN!

roller skate



ride bike



swim



catch



dance



sing



I can smile this wide  
(Draw your picture here.)



# Involving siblings – brother drew picture for Passport



# Guest Pages

*Guest Page*

Date	Name	Feed back to comment
02/23 2016	Leah E. Hall	Leah is enjoying learning about farm rural activities. Just wondering if we could come from home for next week to discuss. Thank you. The way you are going to my house, please that would
02/23 2016	Cathy Hawkins (M)	Leah enjoys lots of learning activities, I will come to nursery to try and suggest some more things for her to do It will provide the learning feedback to be positive!

02/23/2016

# Talking Mats



Joan Murphy of Stirling University, talks with Greg about how he likes to spend his weekdays and weekends.

Completing a Talking Mat before composing Passport content ensures that the person's own views are truly explored and represented.

Photo of the completed Mat acts -  
1) as a record of the person's views  
2) as evidence of consultation process



Child wears a badge to  
alert people to  
existence of passport



**Hey!**  
**Ask to see my**  
**Passport!**

**In my bag I have a**  
**booklet ALL ABOUT**  
**ME**

**Ask to read it, get to**  
**know me.**

# Fun ways to Use Passports

- Reading together, linked to fun games/songs
- Choose/Read a page in class at 'Circle Time'
- Interactive 'prompts' (& Post-Its)
- Bribes! (chocolate)
- Ongoing 'Guest Book'
- Talking Photo Album
- Performance / Present using PowerPoint (or similar) on interactive white board – plus music, speech etc., even video

# FAQ - Where do Passports fit with other documentation?

A continuum with some overlaps, but also some clear differences.

- Symbol Communication Aid / Book
- Communication Profile / Dictionary
- AAC Log
- Personal Photo Album
- PCP / Essential Lifestyles Plan
- Care Plan
- Medical records
- SLT notes
- Personal Learning Plan
- About Me / Life Story / Reminiscences Book
- Passport

# Laura's Mum

Laura is a young adult, meeting lots of different staff and people in the community.

Her communication support needs are complex

She has a tendency to reactive behaviours caused by anxiety/emotions.

Laura's Mum made a Communication Passport that heavily leans towards being a 'Care Plan' (written for her, and for professionals). But it does include much valuable communication information, and is accessible and attractive.

<https://youtu.be/vsLJS8uGgpY?t=98>



# Passports and Technology

# You need

- Desktop, laptop, tablet (phone)
- Internet access
- Compatible printer and budget for recurring expenses
- Selected software / app (ideally dual / multiplatform)

## **For Confidentiality**

- Password protection,
- encrypted memory stick or removable hard drive (Cloud?)

## Software tools?

- PowerPoint
- Bildstod.se
- MS Publisher
- ...or any DTP application that deals with graphics well

## And symbol library

### Or complete symbol software

- ARASAAC etc. free symbols
- PCS / BoardMaker
- Symbolstix / Matrix Maker
- Widgit / Communicate in Print
- The Grid, Clicker etc.

## iPad Apps?

- Book Creator
- Pictello (switch access)
- Or simpler PhotoStory Apps

### Eg Story Creator

- *CALL4Passports, MiProfile*
- *Tools2Talk*

# Video/ onscreen Passports

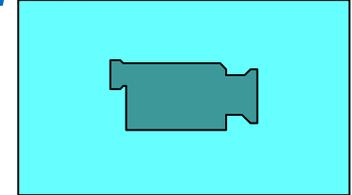
- Linear, sequential so harder to quickly look up a specific bit
- Cost?
- Need technical skills/confidence
- Time
- Updating?

- Portable technology
- Shows signs etc. accurately
- Good for non (English) reading
- Good to show interactions
- Owner can operate
- Could link directly to educational video



# Online Passports

<https://vimeo.com/808879>



- RIX Wikis (Greenwich, London)

The Greenwich Person Centred Planning project was a pilot led by The Rix Centre Charity to explore the use of password-protected personal Easy Build Wiki websites as a tool for Person Centred Planning in schools (learners, parents and staff from Charlton Park Academy) – aiming that each learner in the school develop their own personal website for Person Centred Planning.

<https://www.rixwiki.org/>

<http://rixtraining.org/resources/>

# Other Multi-Media Profiling Projects

- <https://www.choiceforum.org/docs/multimed.pdf>
- <http://www.acting-up.org.uk/>
- Funding for projects runs out...
- Cost money for services to use
- May be restricted to specific area services

**Thank you for listening**

See next 2 slides for resources

# One Page Profiles

This is a project and resources that have grown up as an offshoot of the original Passports project  
By Helen Sanderson Associates

<https://www.youtube.com/watch?v=fnaKnVWFh44>

# Passport Templates

- Adult A5 template ppt
- Standard A5 template ppt
- Consulting A5 template ppt
- BoardMaker Template
- Angela Crocker PlaceMat ppt
- MiniPassport template MS  
Word