

# Co-Design Workshop Report

## All About Me Booklet and App

### About the All About Me Booklet and App

The All About Me support booklet, designed by and for children with disability, is a framework that children can use to have their voice heard and to give them the space and opportunity to learn and share about what works best for them at school. It enables primary school aged children to share information about their support needs, strengths, self-regulation skills and support network in a way that they feel comfortable with. They can take it with them to show teachers, doctors, therapists and helps to encourage self-advocacy skills from a young age.

**As the booklet developed it became evident it would be beneficial to all people with disabilities so consequently there are two versions of the All About Me Booklet:**

**Version 1:** Designed for people with disability from 12 years of age, to help develop their advocacy skills. The original version was predominantly designed by a 10-year-old with cerebral palsy and autism, using skills they learnt from their OT and parents. We hope that where possible the person can develop skills to independently fill out the booklet. At first, they may need to support of a parent or Occupational Therapist to understand concepts, for instance 'window of tolerance'. We deliberately avoided simplification of the terminology as co-design participants with disability highlighted that this is the terminology that is used by their supports and can help to ensure that everyone is on the same page.

**Version 2:** Had the support of a young group of people with disability who had graduated from school and provided insight into what would have helped them at school and what would help them now as they navigate the workplace and further education. It is plainer the version one and has more depth, as a result more support may be needed to complete this booklet.

Through the co-design workshops it was established that no one size fits all and choice and control needs, to be at the forefront of design. Although we hope that both booklets will be of use to anyone with disability, we recognise that many of the features focus on emotional regulation which may not be a support target for all people with disability.

### About the Workshops



**A total of 38 people attended the workshops over the three days. This included people with disability, parents of children with disability, carers, Nurse Practitioners, Teachers, EA's, Support Workers and Occupational Therapists.**

CCK and Cérge ran a series of three co-design workshops where people with disability, carers, parents of children with disability and education support workers looked at the next stages of the All About Me Booklet, changes and updates that needed to be made, and how it could be embedded into the Cerge web and APP.

The cerge app is currently free for all people with disability to use. When the booklet is added it will remain fee. Service providers and government bodies are able to subscribe to Cérge (<https://cerge.app/>) which will help them to meet their DIAP goals and create more inclusive environments.

#### During the workshops attendees:

- Were shown the two versions of the booklet and were asked to comment on the pros and cons of each
- Brainstormed in groups if there were gaps or things that should be removed from the booklets
- Discussed how the books would look in the app, taking note of colours, graphics, privacy, access and control
- Discussed any priorities and concerns users have in general.

# Before and After - Booklet I

Based on feedback on the brochure design, accessibility and functionality there were significant changes to the booklet following the three workshops.

## Original Design



## Revised Design

**All About Me**

Picture of you (you can leave this blank)

My name is: \_\_\_\_\_  
 I prefer to be called: (Nickname) \_\_\_\_\_  
 My pronouns are: (E.g., she, he, they) \_\_\_\_\_  
 Main support person: (E.g., parent/guardian) \_\_\_\_\_  
 Secondary support (E.g., parent/friend) \_\_\_\_\_

**My triggers**

Environment: \_\_\_\_\_  
 Sounds: \_\_\_\_\_  
 Textures: \_\_\_\_\_  
 Visual: \_\_\_\_\_  
 Physical: \_\_\_\_\_  
 Other: \_\_\_\_\_

**Medical Information**  
 (E.g., disabilities, medical conditions, allergies)

**Communication**

I communicate by using: (e.g., assistive technology, talking, sign language) \_\_\_\_\_  
 You can tell when I have had a enough when I \_\_\_\_\_  
 (E.g., walk away, say stop)

**Four words that describe me**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**All About Me**

**Communication**

When I want to say something, I may use: \_\_\_\_\_  
 \_\_\_\_\_  
 You can tell when I have had enough when I: \_\_\_\_\_  
 \_\_\_\_\_  
 (E.g. walk away, say stop)

**Things that may upset me**  
 Eg. Sounds, Textures, Touch, Other: \_\_\_\_\_  
 \_\_\_\_\_

**Medical Information**  
 (Eg. disabilities, medical conditions, allergies)

**Things that make me happy**

Body



## Changes based on the following feedback from the Co-Design Workshops

Move the phone image to the first page and make it square

More space needed for answers

Colour boxes break it up and make it easy to do so keep these

Examples are good but the design is too busy

Remove visual of lady

Remove the 4 words that describe me box as this is too stressful to do



# Before and After - Booklet I

## Original Design



## Revised Design

### All About My Supports

These leaves can be for my doctors, physios, support workers, and other people who regularly support me.

Supports in here

Supports in here

Supports in here

Supports in here

This spot is for my core supports. These are the people most important to me and who see me every day (e.g., parents, grandparents, guardians). They know things about me in case of an emergency.

Core supports in here:

Please include their names, phone number, relationship to you, and when to contact them.

Me: (my name)    Contact details:    Educational facility:    Main activities:  
 Phone number:    (E.g., school, high school, homeschool)    (E.g., work, or regular after school activities)  
 Address:

### All About My Supports

This page shares who helps you in different parts of your life.

**Who I live with**

Name: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Contact: \_\_\_\_\_

**My supports**

Person: \_\_\_\_\_  
 Role: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Contact them when I need: \_\_\_\_\_  
 Person: \_\_\_\_\_  
 Role: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Contact them when I need: \_\_\_\_\_  
 Person: \_\_\_\_\_  
 Role: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Contact them when I need: \_\_\_\_\_

**Education/Work**

I learn/work at: \_\_\_\_\_

The people that help me are:

Name: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Contact: \_\_\_\_\_

**My activities**

Activity: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Contact them when I need: \_\_\_\_\_  
 Activity: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Contact them when I need: \_\_\_\_\_

**Other Supports**

What they are for: \_\_\_\_\_



## Changes based on the following feedback from the Co-Design Workshops

Need a space for putting who safety supports are

More space needed for answers

Needs to be simplified

The tree image doesn't work

Too many words, a bit confusing

Supports need to be detailed into separate headings



# Before and After - Booklet I

## Original Design



## Revised Design

### All About Me

**My well-being check**  
My window of tolerance is what I can handle in the moment. When I am in my window of tolerance, I am more likely to be able to be flexible and handle new challenges. When I am outside of it, I am dysregulated and not in control of my emotions and behaviours.

Sample:  
**Reached my limit.**  
Feelings and behaviours:  
Out of control/disruptive  
Anxious/increased talking

When I am moving outside my window of tolerance,  
My eyes may: \_\_\_\_\_  
My ears may: \_\_\_\_\_  
Physically I may: \_\_\_\_\_  
Verbally I may: \_\_\_\_\_  
Things that may help: \_\_\_\_\_

These arrows show that I am heading outside my window of tolerance.

Lowest level of stress

Zoned out/numb.  
Feelings and behaviours:  
Empty/staring  
Disengaged/withdrawing

Write your own examples:

### All About My Well-being

This page uses a window to help explain what you might do when you feel comfortable, upset, or withdrawn. It is called the window of tolerance. When you are in your window of tolerance you can be at your best. When you are outside your window of tolerance you may find things harder to do and your emotional harder to control.

**Window of Tolerance**

**Above my Window of Tolerance (hyperactive)**  
I may feel and show:  

- Out of control/disruptive behaviours
- Anxious/increased talking
- Fear or Anger

**Below my Window of Tolerance (hypoactive).**  
I may feel and show:  

- Empty/staring
- Disengaged/withdrawn
- Emotional disconnect
- Difficulty speaking

When I am moving outside my window of tolerance,

My eyes may: \_\_\_\_\_  
My ears may: \_\_\_\_\_  
Physically I may: \_\_\_\_\_  
Verbally I may: \_\_\_\_\_  
Things that may help: \_\_\_\_\_

Comfort Zone	Emotionally Regulated
Can self soothe	Cool Calm Collected



Changes based on the following feedback from the Co-Design Workshops

Add in 'hyperactive' and 'hypoactive' - reinforcing psych language helps with self advocacy

Keep the column on the right - this is perfect

Window image needs to be simplified

Would this be screen-reader friendly?

Difficult to read and understand

Hard to read and understand



# Before and After - Booklet I

## Original Design



## Revised Design

### All About Positive Relationships

**How to make our relationship work:**  
Please know that I am not trying to be difficult for you, I am just finding ways to show you my needs. Sometimes I do this in a way that is not ideal. Work with me and/or one of my supports to help me.

**I need help with:**

What escalates/upsets me:

What I do/feel: (when upset)

Out of control of emotions (really upset like having a meltdown)

Feeling overwhelmed (that enough)

Feeling on edge (feeling tense/worried)

Feeling calm (happy/good)

### All About Relationships

This is my own page where I have filled out what changes in my behaviour may look like. It also shows you what helps and what does not help. There is a scale so I can also point to where I am at.

**I need help with:**

Feeling calm

Starting to feel on edge

On edge

Losing control of emotions

Out of control of emotions

**What might help me:**

**What doesn't help:**



Changes based on the following feedback from the Co-Design Workshops

Create a scale in place of the thermometer

Change thermometer image

Needs to be simplified

The thermometer wording may create feelings of shame - reword

Take out images of people

Hard to read and understand



# Before and After - Booklet 2

Original Design



Revised Design

## BOOKLET SECTIONS

<b>ALL ABOUT ME AND MY ACCESS NEEDS</b> <ul style="list-style-type: none"> <li>ABOUT ME AND MY INTERESTS</li> <li>MEDICAL INFORMATION</li> <li>COMMUNICATION</li> <li>BELONGING</li> <li>ASSISTIVE EQUIPMENT</li> </ul>	
<b>ALL ABOUT MY SUPPORT NETWORK</b> <ul style="list-style-type: none"> <li>MY CORE SUPPORTS</li> <li>SUPPORTS AT SCHOOL</li> <li>MY FAMILY</li> <li>MY SUPPORT PLAN</li> </ul>	
<b>ALL ABOUT MY STRENGTHS</b> <ul style="list-style-type: none"> <li>WHAT I LIKE ABOUT SCHOOL</li> <li>FAVOURITE SUBJECTS</li> <li>MY TALENTS</li> <li>PROUD MOMENTS</li> <li>HAPPY MEMORY</li> <li>HELPING OTHERS</li> </ul>	
<b>ALL ABOUT REGULATION SKILLS</b> <ul style="list-style-type: none"> <li>WINDOW OF TOLERANCE</li> <li>ZONES</li> <li>MY WINDOW OF TOLERANCE</li> <li>MY STRATEGIES</li> <li>CHECKING IN WITH ME BOARD</li> <li>COMMUNICATION BOARD</li> </ul>	

**SECTION COLOURS**

At the top of each page are coloured dots.

These dots indicate to the receiver which pages should be read first.

- MOST IMPORTANT
- IMPORTANT
- FOR LATER

## Booklet Sections

<b>All about my access needs</b> <ul style="list-style-type: none"> <li>About me and my interests</li> <li>Medical information</li> <li>Communication</li> <li>Belonging</li> <li>Assistive equipment</li> </ul>	
<b>All about my support network</b> <ul style="list-style-type: none"> <li>My core supports</li> <li>Supports at school or work</li> <li>My family</li> <li>My support plan</li> </ul>	
<b>All about my strengths</b> <ul style="list-style-type: none"> <li>What I like about school or work</li> <li>Favourite things to do</li> <li>My talents</li> <li>Proud moments</li> <li>Happy memory</li> <li>Helping others</li> </ul>	
<b>All about feeling good</b> <ul style="list-style-type: none"> <li>Window of tolerance</li> <li>Zones</li> <li>My strategies</li> <li>Checking in with me</li> <li>Communication board</li> </ul>	

**Section Colours**

At the top left of each page are black dots you can colour them to show what pages are most important to you. Red for most important, orange for important and green can be read later.

- Most important
- Important
- For later



Changes based on the following feedback from the Co-Design Workshops

Make it less busy - too many words and lines

Change images - children can't support children

Change 'regulation skills' to 'feeling good'

Show what the blank black dot looks like

It is all important

It is friendly and approachable



# Before and After - Booklet 2

Original Design



Revised Design

## ALL ABOUT ME

### ABOUT ME

My name is \_\_\_\_\_

I prefer to be called \_\_\_\_\_

My main support person is \_\_\_\_\_

They are my \_\_\_\_\_

Their mobile number is \_\_\_\_\_

Their email address \_\_\_\_\_

### THIS IS A DRAWING OF ME

### MY INTERESTS

Some of the things I am interested in are:

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### MEDICAL INFORMATION

Here is the medical information I am comfortable sharing. It is important that this is kept private.

This can include information like my disabilities, medical conditions and allergies.

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### COMMUNICATION

I communicate by using \_\_\_\_\_

You can tell when I have had enough when I \_\_\_\_\_

You can support my communication by \_\_\_\_\_

**Reminder:**  
How I communicate might change depending on how I'm feeling and who I am communicating with.

## All About Me

### About me

My name is \_\_\_\_\_

I like to be called \_\_\_\_\_

My main support person is \_\_\_\_\_

They are my \_\_\_\_\_

Their mobile \_\_\_\_\_

Their email \_\_\_\_\_

### Drawing or picture of me

### My Interests

Some of the things I am interested in are:

---



---

### Medical Information

Here is the medical information I am comfortable sharing. It is important that this is kept private.

(This can include information like my disabilities, medical conditions and allergies.)

---



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### Communication

I communicate by \_\_\_\_\_

You can tell I have had enough when I \_\_\_\_\_

You can help my communication by \_\_\_\_\_

**Reminder:** How I communicate might change depending on how I'm feeling and who I am communicating with.



Changes based on the following feedback from the Co-Design Workshops

Make it less busy

Take out image of hand and child at the bottom

Make the 'reminder' bigger

Simplify text to 'their mobile' and 'their email'

More space for writing

Capitals letters for heading are not required



# Before and After - Booklet 2

Original Design



Revised Design

## ALL ABOUT MY SUPPORTS

### MY CORE SUPPORTS

Below are the details of my core supports. These are the people most important to me and who see me every day. They know things about me in case of an emergency.

#### KEY SUPPORT PERSON

My main support person is \_\_\_\_\_

They are my \_\_\_\_\_

Their mobile number is \_\_\_\_\_

#### ANOTHER SUPPORT PERSON

Another support person for me is \_\_\_\_\_

They are my \_\_\_\_\_

Their mobile number is \_\_\_\_\_

### SUPPORTS AT SCHOOL

When I am at school, there are people at the school who I trust. This can be other teachers, education support teachers, administrative staff, other school staff or other students.

My school support network is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

They support me with:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### MY FAMILY

The people in my family are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I live with:

\_\_\_\_\_

\_\_\_\_\_

The person who brings me to school is:

\_\_\_\_\_

### THIS IS A DRAWING OF MY FAMILY



## All About Supports

### Main supports

Below are the details of my main supports. These are the people most important to me and who see me every day. They know things about me in case of an emergency.

#### My main support

Name \_\_\_\_\_

They are my \_\_\_\_\_

Their mobile \_\_\_\_\_

#### Second support person

Name \_\_\_\_\_

They are my \_\_\_\_\_

Their mobile \_\_\_\_\_

### Other supports

When I am at \_\_\_\_\_ there are people who I trust.

About the support:

Name \_\_\_\_\_

They are my \_\_\_\_\_

Their mobile \_\_\_\_\_

They support me with:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### My family

The people in my family are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I live with:

\_\_\_\_\_

\_\_\_\_\_

### Image of my family





Changes based on the following feedback from the Co-Design Workshops

Make it less busy

Take out image of hand and children

Take out the word 'core' and change to 'general'

This page is good for kids in care

More space for writing

Change 'key support' to 'main support' and add a 'second' support person





# Before and After - Booklet 2

## Original Design



## Revised Design

### CHECKING IN WITH ME

Sometimes I have a lot that I am processing, which can impact how I feel. Checking in with the people who support me is a good way to be aware of any big changes in my life and in my support needs. Checking in can be by asking me how I am. When I am feeling overwhelmed it can be hard for me to tell you how I am feeling, but I could show you using the communication board or by pointing to what I need.

**PINK ZONE**  
Happy

**YELLOW ZONE**  
Excited

**BLUE ZONE**  
Sad/Disappointed

### CHECKING IN WITH ME

Sometimes I have a lot that I am processing, which can impact how I feel. Checking in with and the people who support me is a good way to be aware of any big changes in my life and in my support needs. Checking in can be by asking me how I am.

When I am feeling overwhelmed it can be hard for me to tell you how I am feeling, but I could show you using the communication board or by pointing to what I need.

Happy	Sad	Angry
Excited	Calm	Sleepy
Disappointed	Worried	Hurt



Changes based on the following Feedback from the Co-Design Workshops



# Feedback for the app development

## Choice and Control

Choice and control are paramount to the co-design groups. Following the co-design of the booklet it was established that two versions were needed. One that is targeted at year seven reading level and the other towards people who may have intellectual disability or English language barriers. The groups stated they would like something similar for the app. They would also like consideration given to option of a summary version and a more detailed version.

## Safety and privacy were a high priority for the group. They would like the following considerations:

- Ability to share information with parties not subscribed to the app currently
- Password protected links, choice of how many people can open the link and for how long
- For children will they have their own? Will parents control it and what safeguards are in place?

## Accessibility was also a high priority. Consideration should be given to:

- Screen reader compatibility
- Colours and contrast
- Size of font
- Use of audio descriptions.

## Personalisation was also discussed. Considerations should be given to:

- Being able to include your own pictures/images to personalise the booklet.

## Data entry

- Choice to 'toggle on and off' data entry points, to remove ones that are not relevant
- Choice to select which page is first, or a summary page that covers the needs for that particular day
- Drag and drop options for people that may need help coming up with their own options, with free text options
- New information (recently added) is flagged for people who may access the information regularly
  - It may include additional notes on strategies that may help for that day.
  - It may be simplified to two data points: 'today has started as...' and 'I will need...'

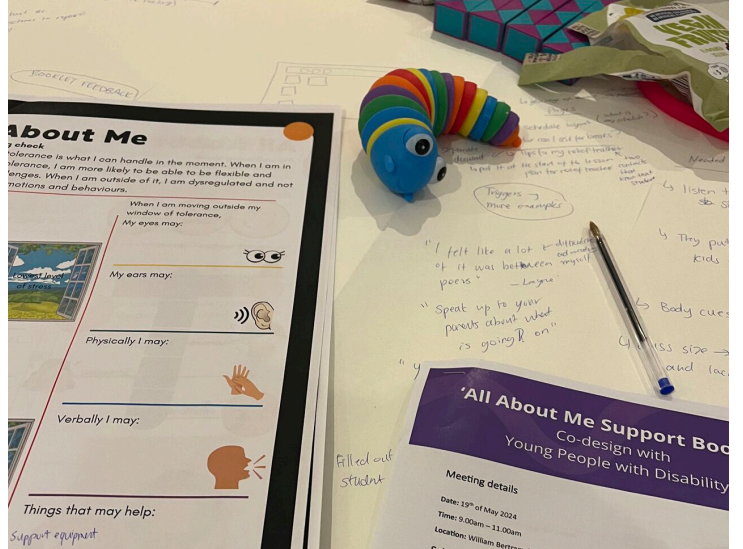
## Support to use the app

- Instructional videos/'how to' guides or samples on how to fill out the book
- Simply definitions (e.g., an 'I' button you can press to bring up a quick explanation)
- Reminders that it is okay to skip information that you do not want to fill in
- 'Third party' input – opportunity for OTs Support Workers to add strengths they see
- Option to print the booklet\* note this is covered with the booklets being available as a PDF or a more accessible format.

## Other

- Use of colours to make it eye catching instead of images. Simply layout
- Simplify headings and subheadings
- Examples in some places for better understanding
- Include more positives, e.g., enjoyable activities, interests
- Preferences for communication styles included
- Feedback options for the receiver, where they can share back information and acknowledge they have read the information
- Parent/carer control where appropriate.

# Co-Design Workshop Photographs



**The 'all about me' booklets and app are a joint initiative between CCK and Cerge, and supported by the City of Cockburn.**



Supported by

