

Young People's Approaches to Transition

Workshop Facilitator Guide

A practical guide to facilitate focus group sessions



Acknowledgements

With special thanks to the young people involved in the Transition Research Programme for their engagement and input into these guides.

Purpose

This toolkit is designed to share the learning from the Transition Research Programme (TRP) with young people to help them understand the research and to see if their experience of transition is similar to what the research tells us.

Notes for facilitators

The activities below should be facilitated by skilled and knowledgeable staff who know the young people well, and are confident in supporting young people to discuss and process their experiences. Further guidance and information is available in [Appendix 4](#).

For different groups of young people, different images and language may be more or less appropriate. A selection of images are included, and the facilitators should select the most appropriate image for the young people who will be involved in the activities. The questions can be reworded if needed, as long as the core meaning remains intact.

About the TRP

Purpose: The [Transition Research Programme](#) is a 5-year programme of research examining how health services can contribute most effectively to the successful transition of young people with complex health needs from childhood to adulthood.

Aims: The overall aim of the Programme is to provide NHS commissioners and trusts with evidence about what might help young people with long-term health problems as they transfer from child to adult services. This will help them to allocate resources and structure services accordingly. Within this larger aim, the Programme has three objectives. These are to:

- 1) To work with young people with complex health needs to determine what successful transition means to them and what is important in their transitional care
- 2) To identify the features of transitional care that are effective and efficient
- 3) To determine how transitional care should be organised, provided and commissioned

Young people's involvement: The Programme has a young person's working group called [UP](#). As the TRP is about improving young people's experiences of transition we think it's vital that young people have a say in *how* our Programme is run. This is where UP come in! They offer us help and advice and also complete various tasks for the Programme. Their help has been invaluable to the Programme.



After the activities

We are keen to hear how many young people you share the research with and whether their views agree with the findings. We would be grateful if you could keep track of the following from the session you facilitate and report it to us via the online survey in [Appendix 5](#):

- Number of young people who were involved in the session?
- How many young people thought they were one 'animal' but the quiz defined them as another?
- Did all of the young people agree with the findings? – If not in what ways did they disagree?

The research

The purpose of the 'Q-sort', the formal name of this method of research, was to explore young people's views, opinions and beliefs about transition services. We are all different, so what is most important to one person during transition could be very different to what is important to somebody else.

The research found four different common ways of understanding and dealing with transition:

- Laid-back
- Anxious
- Want to do things for themselves
- Socially focused

Laid-back group

The "laid-back group" were relaxed about transition and not particularly interested in it. They were happy to have their parents still involved in their care, and happy to listen to what staff had to say. They didn't feel they needed much support, nor did they worry about being discriminated against on the basis of their condition.

Anxious group

The "anxious group" were worried about transition. They felt the relationship to staff was important and wanted to build up trust with their clinicians. They were worried that, even if they met new staff before transfer, it would still be difficult. They predicted they would need extra support in future. They wanted a written transition plan, and a service that could also cater for their friends and family's needs, and they wanted their parents to remain involved in their care.

Want to do things for themselves

The “want to do things for themselves group” wanted clinical staff to encourage them to make their own care decisions, rather than having their parents be so involved in their care, as they wanted to prepare for independent living. They wanted to leave the paediatric clinics and anticipated staff in the adult clinics would still give them the same standard of clinical care.

Socially focused group

The “socially focused group” wanted to meet other young people of a similar age with similar conditions, and they wanted a key worker. They wanted continuing involvement in their care from their parents, and felt it was important that staff were interested in other aspects of their life as well as their health. They thought staff should mention ‘teenage’ issues such as smoking, drugs and sex.

What this might mean for young people

Young people may identify with any or all of these groups, but it is common for a young person to identify with one in particular when starting these activities. During the activities and the discussion, the young person may well begin to identify with other groups. This may reflect a change in knowledge or understanding of their experiences of transition. It is valuable for the facilitators and the young people to discuss and reflect on any changes. It is also helpful for young people to articulate if they do not identify with any of the groups.

Activity 1: The Animal Game

Facilitator to use the images in [Appendix 1](#) and allocate each animal a different corner of the room along with a piece of flip chart paper.

(For smaller groups this can be done as one group with people raising their hands for each animal)

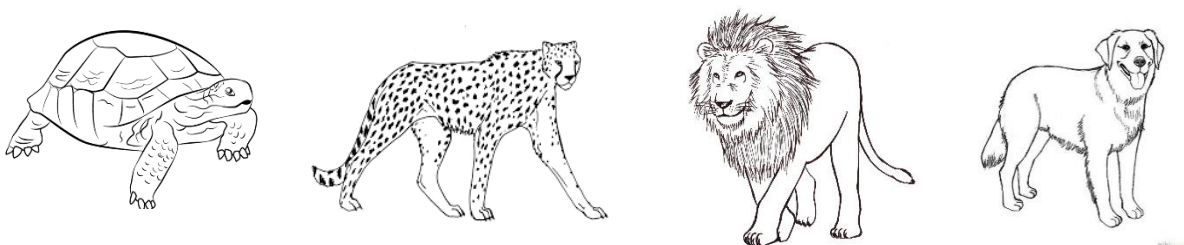
Each animal represents an approach to transition as identified in the research:

- Laid-back - Tortoise
- Anxious - Cheetah
- Want to do things for themselves - Lion
- Socially focused – Dog

For each animal give the young people an opportunity to say what they think the personality of that animal is picking out key points that relate to the descriptions from the research.

For each animal read out the description of the approach as detailed above. Ask the young people participating to choose which animal they think most closely describes their feelings about their own experience of transition. Ask the young people to gather in the corner that relates to the animal they have chosen (or to indicate in another way which animal relates to their experience).

5 minute discussion in animal groups (or from each person in smaller groups) about what young people feel about their own transition and record words, feelings, experiences on the flip chart paper.



Activity 2: The Quiz

Using the quiz questions in [Appendix 2](#) read each statement to the young people participating and after each one give them the opportunity to select whether they agree or disagree, recording the corresponding colour to their answer into the chart in [Appendix 3](#).

At the end of the quiz each young person should have the majority of their responses in one (or more) particular colours which correspond to the approaches above:

- **Laid-back group – mostly answered red**
- **Anxious group – mostly answered green**
- **Want to do things for themselves– mostly answered blue**
- **Socially focused group – mostly answered purple**

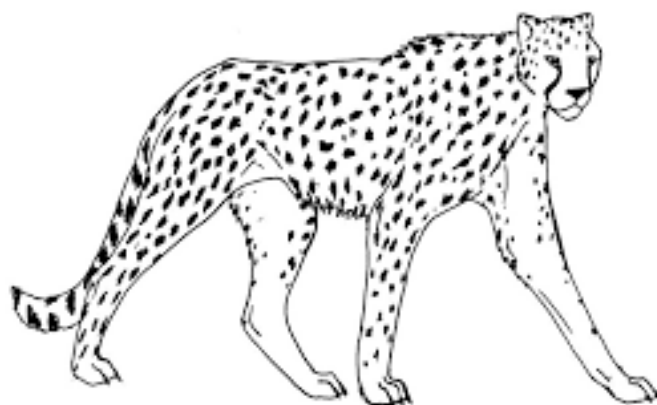
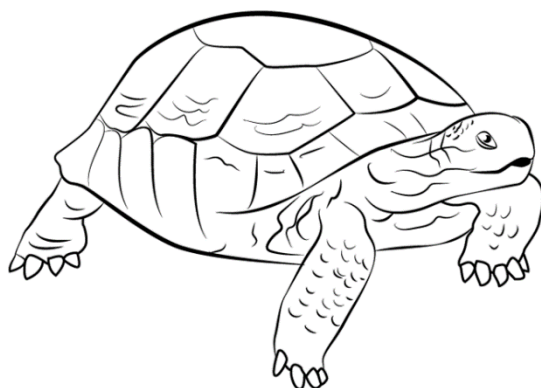
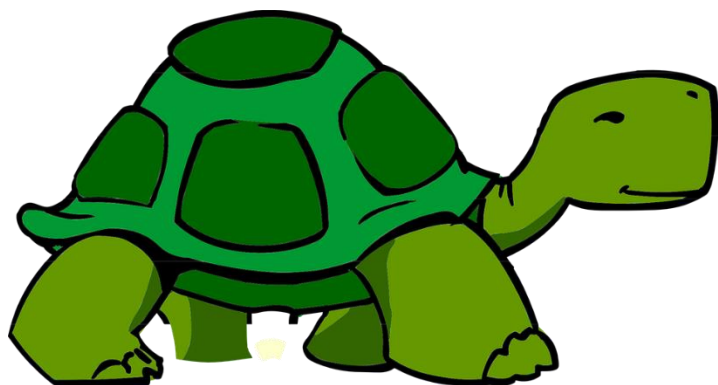
Ask the young people to add up their colours and then share the meaning of each colour as above.

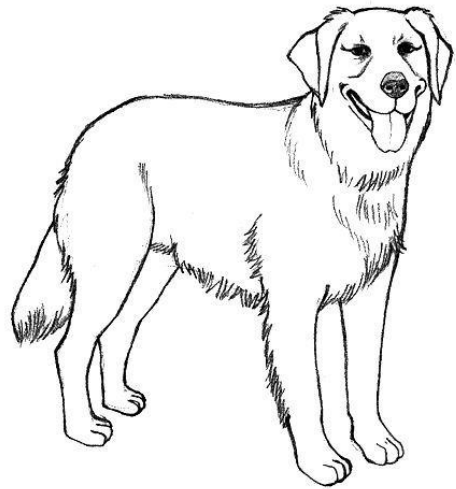
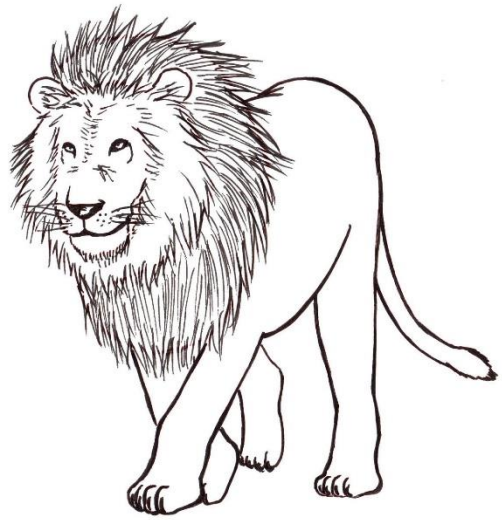
Ask the young people if they would like to share which animal they got at the end of the quiz.

Ask if the animal they chose at the beginning matched their quiz result.

Ask if they feel that they fit in to one of those personality types.

Appendix 1: Animal game images





Appendix 2: The Quiz

1. "Even if your doctor changes, the new ones are still going to give you the same care, they'll still want you to be doing the same things. It'll be just the same really."

Agree?

Disagree?

2. "I'm not worried about things like discrimination. I don't think people will refuse to give me a job or something because of my condition."

Agree?

Disagree?

3. "I need extra support to help me do things or I think I'll struggle more in future."

Agree?

Disagree?

4. "Even if you go to the adult clinic beforehand and meet the adult clinic staff and talk to them, I don't think that kind of planning really makes transition that much easier."

Agree?

Disagree?

5. "If the doctor doesn't care about the other aspects of my life like my social life, education or my plans for the future, it doesn't really matter."

Agree?

Disagree?

6. "If you see different doctors all the time, you can't develop trust. How can you tell them personal things about your life if you don't trust them?"

Agree?

Disagree?



7. "It would be good if there was always a particular person at the clinic who could help me plan the practical side of managing my condition, like making the appointments."

Agree?

Disagree?

8. "It's not my parents that have my condition. I'm the one that the doctors should be talking to so when they just talk to my parents it's like they don't want to know me as a person."

Agree?

Disagree?

9. "I don't think anyone would judge me if I got extra support."

Agree?

Disagree?

10. "You feel relaxed, more confident when you're regularly around people who are the same age and who have the same or a similar condition. You kind of bond with them. It's a relief to know other people understand."

Agree (strongly)?

Ambivalent/Disagree?

11. "I don't want my parents to have any input in my care. I don't need them to be there to hold my hand when I go to the clinic anymore, and so I don't think I need their advice about it from now on."

Agree?

Disagree?

12. "It can be difficult if the doctor asks if students can be there at your appointment. You feel awkward. You don't want some young, fit, student doctor there when you're having a bad day and feeling really self-conscious."

Agree?

Disagree?

Appendix 3: Record chart

	Red	Green	Blue	Purple
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Total				

Appendix 4: Guidance and Further Information

The activities in this toolkit should be facilitated by skilled and knowledgeable staff who know the young people well, and are confident in supporting young people to discuss and process their experiences. This includes providing emotional support to deal with difficult experiences or reactions. The young people should be comfortable in discussing their experiences and feelings in the setting.

Appendix 5: Please share young people's feedback on the research and activities with us via our online survey:

<https://www.surveymonkey.co.uk/r/TransitionResearchProgrammeYPAT>

- Number of young people who were involved in the session?
- How many young people thought they were one 'animal' but the quiz defined them as another?
- Did all of the young people agree with the findings? – If not in what ways did they disagree?

Acknowledgements

This workshop/presentation summarises independent research funded by the National Institute for Health Research (NIHR) under its Programme Grants for Applied Research scheme (RP-PG-0610-10112). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.

The research team acknowledges the support of the National Institute for Health Research Clinical Research Network.

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Published May 2017

