



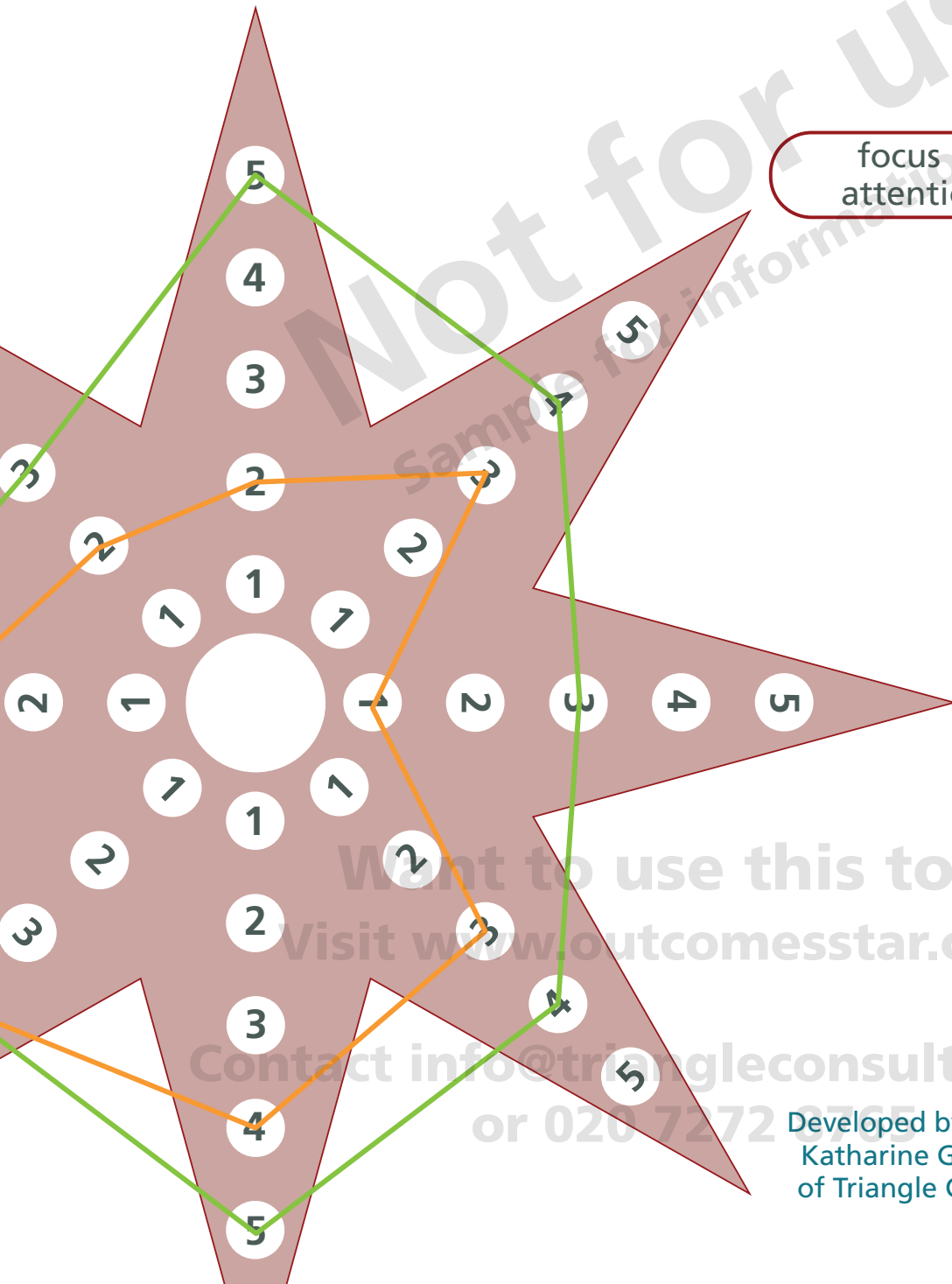
# ADHD Star™

The Outcomes Star for adults managing ADHD

understanding  
your ADHD

focus &  
attention

organising  
yourself



Want to use this tool?

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or 020 7272 0765

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Please contact [info@triangleconsulting.co.uk](mailto:info@triangleconsulting.co.uk) to enquire about buying a licence and training.

Licences are also available for those wishing to translate the document into other languages.

## The Outcomes Star™

This Star is part of a family of Outcomes Star tools. Each tool includes a Star Chart, User Guide or Quiz and guidance on implementation and some have visual and other resources. For other versions of the Outcomes Star, good practice and further information see [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk).

## Acknowledgements

Many people have contributed to the development of the Outcomes Star over its long evolution and we would like to thank all the clients, workers, managers, funders, academics and commissioners who have generously given their time and expertise.

The original commission for an outcome measurement system came from St Mungo's, with financial support from the London Housing Foundation, and Triangle recognises their vital roles in the development of the Outcomes Star. We would also like to acknowledge Kate Graham's important contribution to the development of the suite of Stars, both as a founding partner of Triangle and as co-author of the original Outcomes Star (now called the Outcomes Star for Homelessness).

We would particularly like to thank the following people and organisations for their contribution to this version of the Star:

- South West Yorkshire Partnership NHS Foundation Trust Service for Adults with ADHD – particularly Dr Marios Adamou
- West Yorkshire ADHD Support Group
- Complex Minds
- All the service users and carers who collaborated in the development and testing of the ADHD Star.

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# Introduction

The ADHD Star has been developed for use with adults of any age who have been diagnosed with ADHD. It is a version of the Outcomes Star, a suite of tools for supporting and measuring change when working directly with people.

## About this guide

This guide gives guidance to workers who will be using the Star with adults with ADHD. It also contains the detailed scales for the ADHD Star.

## Outcome areas

The ADHD Star covers eight key areas:

1. Understanding your ADHD
2. Focus and attention
3. Organising yourself
4. Friends and social life
5. Thinking and reacting
6. Physical health
7. How you feel
8. Meaningful use of time.

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# The Journey of Change

Change doesn't happen in one go – it is a journey, and it can help to understand the steps along the way. The ADHD Star scales are underpinned by a model of change that has five stages:

## 1. Stuck (red)

At the beginning of their journey, the adult with ADHD may not want to talk about things or be afraid to, and they do not feel able to face the situation they are in. They may have no support or be unwilling to accept support, or be completely dependent on others to manage their life for them, so things are **stuck**. At this stage they may feel isolated, hopeless or unable to cope. Their life feels chaotic and they may be in trouble with other people or with the law, or taking risks that could harm them or others. They do not believe things can change – this is just the way life is.

## 2. Getting help (orange)

At the next stage they begin **getting help** to make their life better. They may not really believe that things can change but they acknowledge that there is a problem and want to deal with it. They are aware that they may be harming themselves or others, or that they have been letting others take too much responsibility for their lives. They are talking to someone, and accepting help, but do not really believe that this will change anything.

## 3. Trying things out (yellow)

The next stage is **trying things out**, finding new approaches and ideas that might help them. They now believe that change is possible, so they are prepared to have a go. This is often difficult to stick to, and things go wrong, but they are now making the effort themselves.

## 4. Finding what works (green)

By this stage they are **finding what works** for them, and what improves their life – this may include new approaches, new treatment, and new skills or strategies to deal with problems. They mostly trust and accept themselves and others and they may have started to see positive aspects of their condition as well as negative ones. However, there are still some key areas where changes are needed.

## 5. Choice and self-reliance (blue)

At the final stage of their journey, they have the understanding, awareness and skills to have **choice and self-reliance**. They manage well with their ADHD, taking control rather than being controlled by it, and are mostly able to lead the life they want. They do not need professional help any more except for a regular check-up and any medical treatment.

## Recognising external factors

It is important to recognise that although this Journey of Change focuses on how the service and service user can work together to enable them to manage well with ADHD so they can do what they want with their life, there may be societal factors holding them back. These may be around work, benefits, acceptance and/or access to the resources and support they need. These also need to be acknowledged and recorded throughout work using the Star. Your service may then be able to use this information to identify gaps in provision, plan future developments or raise issues with policy-makers.

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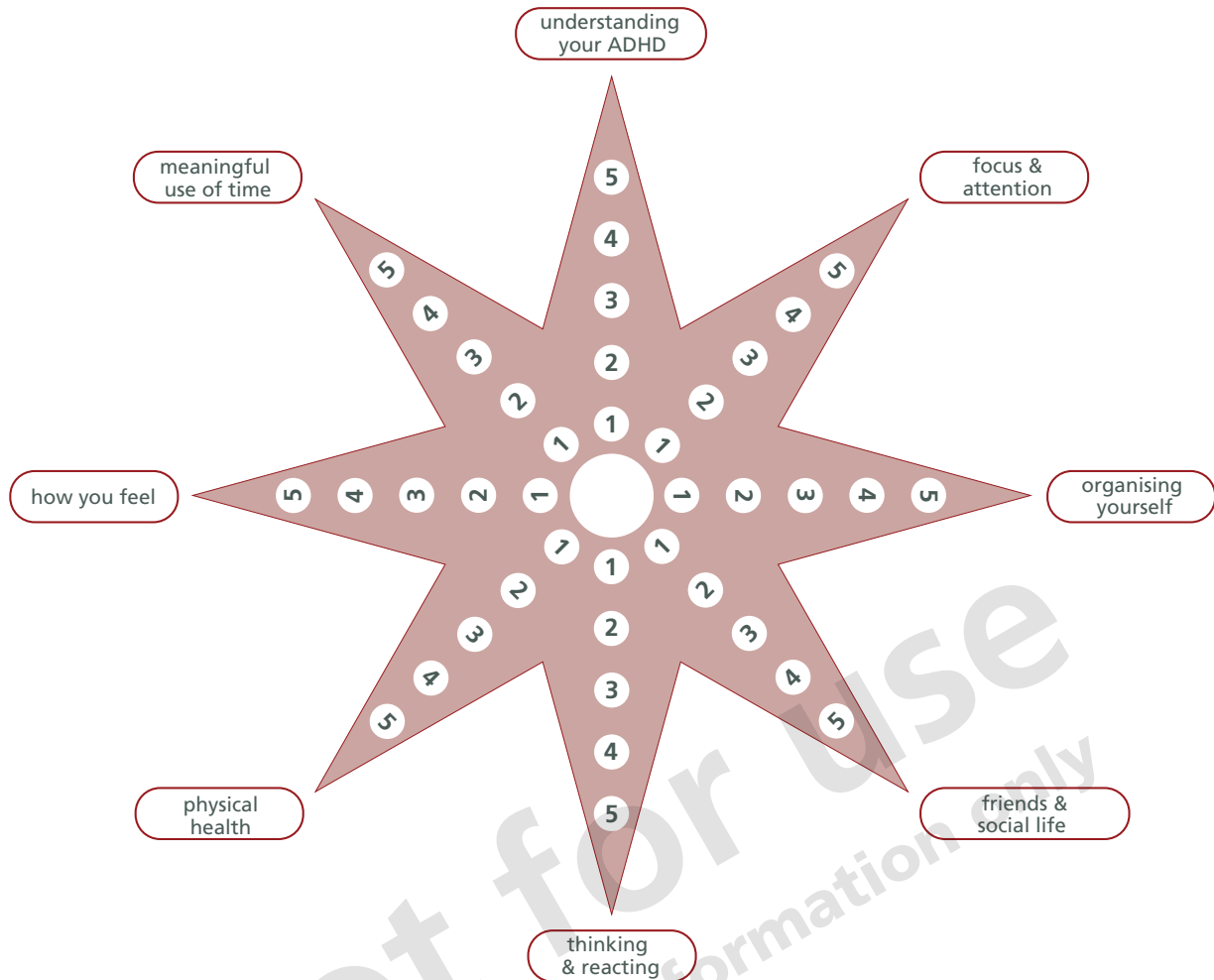


Figure 1: The ADHD Star

## ADHD Star™ resources

1. The ADHD Star Chart, Notes and Action Plan
2. The ADHD Star Scales
3. This Worker Guide
4. The Implementation Guide, for those in a management role
5. A web application for online completion at [www.staronline.org.uk](http://www.staronline.org.uk)
6. Further information at [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk).

The ADHD Star was developed by Triangle Consulting Social Enterprise with the South West Yorkshire Partnership NHS Foundation Trust Service for Adults with ADHD, through a process involving workers, managers, service users, carers, associated professionals and support groups.

All workers need training before using the ADHD Star, from Triangle or a licensed trainer.

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# Part 1: Using the ADHD Star™

Using the Star is meant to be a helpful process that stimulates and focuses discussion and provides a useful basis for action planning. This guidance is designed to supplement training and to help you use the ADHD Star well, so that it is a positive experience for both worker and service user.

The Star is a flexible tool that relies on the judgement of the professionals using it, as well as on a degree of understanding and trust between service user and worker. It should never be used in a way that undermines the effectiveness of your work with service users.

The Star is designed to be accessible and engaging on a one-to-one basis. We are not prescriptive about the setting in which the Star should be completed or how long it should take – the aim is to have a genuine interaction with the service user.

## How the ADHD Star™ can help

- Engaging the service user – the Star provides a clear focus for conversation and its visual aspect can help to draw people in
- Demonstrating and reinforcing progress – seeing the change set out in a visual way can be encouraging to both service users and workers
- Helping with goal setting – the Journey of Change helps to break change down into small, manageable steps
- Creating a more holistic approach – the Star requires conversations about many aspects of life and can help raise issues that might otherwise be missed
- Making support more systematic and consistent – the Star creates a consistent framework for supporting adults diagnosed with ADHD.

## 1 Before you use the ADHD Star™

It is essential that all those using the ADHD Star receive training – as a minimum, the one-day Introduction to the Outcomes Star course. This will help provide the essential knowledge and skills you need before you use the Star, including:

- A good understanding of the Journey of Change underlying the scales – **stuck, getting help, trying things out, finding what works, choice and self-reliance**
- Familiarity with the eight scales, so that you can unpack and rephrase them if the service user is having trouble understanding them
- Familiarity with the steps for service users and the detailed scale-point descriptions. Practise using the scales by thinking of one or two adults with ADHD that you have worked with and consider where you would place them on each scale. It is helpful to do this together with a colleague who has experience of using the Star and to check your understanding with theirs

- Knowing how the Star is used in your organisation, including:
  - When it is first completed with new service users
  - How often readings are taken
  - What happens to the completed Star Chart and its associated data
  - What to do if you need help with any aspect of using the Star
  - Familiarity with the Star Online, if your organisation is using it
  - How the Star fits with any other tools used in your organisation
- Knowing how to introduce the Star to service users – see below for some options.

We recommend finding opportunities to present the ADHD Star and to discuss the language and ideas with groups of service users before using it with them on a one-to-one basis.

## 2 How to introduce the ADHD Star™ to service users

How the Star is introduced is important in encouraging an adult with ADHD to engage and can be done in a number of ways:

- By devising a short script to introduce the Star in a way that feels natural to you and clear for those you are working with
- If you meet with the service users you support in groups, it can be useful and save time to explain the Star to the group before starting one-to-one work within individual sessions
- By giving service users who are literate and interested a copy of the scales to read before the session.

When introducing the Star it is important to:

- Be friendly and encourage service users to say if they do not understand the scales
- Explain that 5 is the top of the Star scales but not the end of the journey and people should continue to improve after they have reached this stage
- Be clear that it is not about getting an overall score out of 40, but about building up a map of their world, experiences and journey.

Some suggested phrases for introducing the Star include:

*"This is about hearing your voice and what you think about your life so that we can work out together what support you need."*

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It captures all the core information we need from service users but is so user-friendly.

**Outreach worker,  
Newham Borough  
Council**

Using the Star has led to a fundamental change in casework. We now look at the service user holistically. This was difficult for workers at first but the result has been very positive.

**Manager,  
Single Homeless  
Project**



*"We are here to help you make the most of the opportunities and support available for you so that you can enjoy life, achieve what you want to achieve and do what interests you."*

*"The ADHD Star is a way of tracking your journey and finding out about your strengths and needs – there are no right or wrong answers."*

*"It shows us where you are now and where you want to be in the future."*

*"It will track your progress and you decide where you are."*

*"It's about you, about going step by step on a journey, and we will do it together."*

*"The Star tells us what you need in key areas in order to improve where you are now, and it helps you and the service make that improvement."*

I use it in depth to get to know somebody.

**Occupational therapist**

Now I know and acknowledge how much more I am doing.

**Service user**

You can see what you need to improve on.

**Service user**

It helps me understand myself.

**Service user**

You may want to explain that as well as supporting the service user's progress, the Star is also necessary to help the service learn what it is doing well, and what it is not doing so well. However, it is best not to mention terms like monitor, measure or data analysis.

### **3 Discussing and completing the ADHD Star™ with service users**

The Star is a flexible tool that workers can use in a way that responds to the needs and abilities of each service user, and to their own experience and skills. Some service users will want to approach the tool cognitively, reading it through and discussing their life in terms of the scales. Others might focus more on the visual aspects of the Star.

The aim is to complete the Star collaboratively, selecting appropriate examples from the scales.

Service users may want to complete the Star by themselves. This could be an option, provided it is explained to them beforehand and fully discussed afterwards to ensure that both the worker and the service user have a full understanding of the Star they have created, and that any differences of opinion are recorded.

#### **Be creative and use a range of resources**

Workers in the pilot used both the short and the detailed scales. With other Stars, workers have sometimes created a range of materials including introductory posters, wallcharts or flashcards with one scale descriptor per card.

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## Use the ADHD Star™ to encourage self-reflection

This can be done by asking service users to explain why they think they are at a particular point on the scales, and taking the time to challenge them appropriately and discuss their views. The Star can be used within a coaching interaction, where the worker's aim is to assist the service user to gain insight. This needs to be done skilfully. For example, a tentative suggestion offered by a worker may be perceived by the service user as a factual statement – to be either accepted entirely, in place of their own view, or angrily denied.

## Be positive and non-judgemental

Used well, the Star will support a conversation that covers potentially sensitive aspects of the life of an adult with ADHD. Ensure that the service user does not feel they are being judged, and clarify that the aim is not to get the highest score possible, but to understand their life at this moment, find out where they might need help and celebrate what they have achieved.

## Differences of opinion are helpful starters for discussion

If a service user struggles with low self-esteem, they might place themselves towards the start of the journey and need reminding of their achievements. Others might not recognise or admit how they are behaving and place themselves unrealistically high on the journey. Workers may then present evidence of discrepancies between the service user's behaviour and views. This paves the way for a more meaningful discussion or working relationship, and a more realistic assessment from which progress is possible.

## Listen and challenge appropriately, but agree to differ if necessary

You might feel that the Star does not accurately show the service user's situation, and perhaps does not even reflect how they truly perceive their situation either. An overly high reading may reflect:

- A natural optimism
- A desire to be right and get the best reading
- A wish to please the worker
- A wish that things were better than they actually are
- A lack of trust or discomfort with the worker or the process, and a hope that it will end quickly if no problems are identified.

Alternatively, a service user's situation may be fine from their perspective. For example, they may place themselves highly on a scale such as Friends and Social Life, even though their friends are making their problems worse. The extent to which you challenge this is a matter for your professional judgement. If you have done all you can to reassure the service user appropriately, build trust and encourage a realistic assessment, you can choose to record both their view and your own on the Star, either during the session with the service user or afterwards.

An overly low reading can also arise, particularly when service users start to gain some insight into their situation and may become very self-critical. They may also be concerned that a high reading will cause them to lose their diagnosis and support.

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## Finally...

Whatever approach you choose, it is vital that the discussion and agreed reading are based on the defined scales. Unless everyone is using and understanding the steps, one person's 3 could be another person's 5. And although in these circumstances the process may still be helpful on a one-to-one basis, the collated Star data would not be useful. If a service user appears to fall between two scale points, maybe because they are fluctuating between **trying things out** and **finding what works**, choose the point where they are for most of the time, or opt for the lower of the two points. Avoid placing service users between the scale points.

The process of discussing and filling out the Star may well have quite an impact on the service user, so ensure the session finishes positively, and that the next steps are clear.

## 4 Using the completed Star Chart to agree actions and next steps

The visual of the completed Star provides an excellent basis for agreeing the changes and actions that are needed. These actions can be noted on the Star Action Plan or on the Star Online. Once you have completed the Star, either on paper or on screen, look at it together and prompt the service user to reflect on it as a basis for what to do next. Ask motivational questions such as:

- Is the shape of the Star an accurate picture of how things are for you now?
- What does it tell you about what is and is not going well?
- What are the strengths that you bring to the areas that are going well? How might you apply these strengths in other areas of your life?
- What is it most important to address first?

Once the areas are agreed, further questions might include:

- Where on the journey do you want to get to and by when?
- What actions are needed in order to bring about this change?
- Who is responsible for these actions?
- Is it appropriate to set a deadline for completing them?

The step the service user is at can provide valuable pointers about the things they need to work on, the role of the worker and how likely the service user is to follow through on actions independently. Some key pointers are summarised in the table on the next page.

It showed me how I have progressed and that I can get things done and it gives me a goal to focus on.

Service user

It gives you the opportunities to express yourself.

Service user

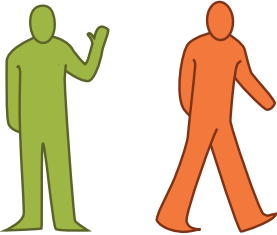
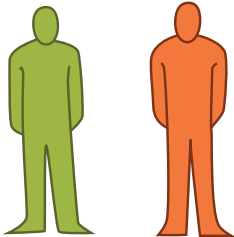
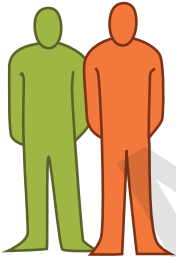


It was very good and very understandable.

Service user

It's a useful tool to help prompt discussion around areas of difficulty and goals for the future, as well as areas needing future support from the service.

ADHD worker

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Journey of Change	Possible approaches and actions that could be agreed
<p><b>Choice and self-reliance</b></p> 	<p>At this stage a service user is doing well and is on track, so the main actions will be:</p> <ul style="list-style-type: none"> <li>• Keep going</li> <li>• Build on the success to date</li> <li>• Focus on the future</li> </ul> <p>Example: if a phone call needs to be made, the service user makes it independently.</p>
<p><b>Finding what works</b></p> 	<p>When service users reach this stage, the focus of support may include:</p> <ul style="list-style-type: none"> <li>• Celebrating their achievements</li> <li>• Helping the service user to reflect on how they have overcome barriers, and how they can learn from this</li> <li>• Supporting them to deal with difficulties themselves</li> </ul> <p>Example: if a phone call needs to be made, at this stage the worker may help the service user prepare for it and make sure they have all the information they need – and be nearby if it is a difficult call – but the service user makes the call.</p>
<p><b>Trying things out</b></p> 	<p>Service users at this stage are trying new things and may give up easily when they do not seem to work, so goals and actions may include:</p> <ul style="list-style-type: none"> <li>• Helping them to plan what they are going to do and develop strategies for themselves</li> <li>• Encouraging them to try new approaches and keep going when things go wrong</li> </ul> <p>Example: if a phone call needs to be made, at this stage the service user may make it but with the worker nearby to take over if it becomes difficult.</p>
<p><b>Getting help</b></p> 	<p>Service users at this stage are starting to open up to help but are not yet taking the initiative. The approach may include:</p> <ul style="list-style-type: none"> <li>• Reassurance that, with their agreement, some of the practical things that concern them are being addressed on their behalf</li> <li>• Building trust, a relationship and belief that change is possible</li> </ul> <p>Example: if a phone call needs to be made, at this stage it will be made by the worker but with the service user present and giving their consent.</p>
<p><b>Stuck</b></p> 	<p>Since service users at this stage may be at risk and are not engaged or interested in changing, the focus could be on ensuring that they are safe and on building a relationship with them. Actions may include:</p> <ul style="list-style-type: none"> <li>• Sorting out practical issues on their behalf where they are at risk of losing benefits, missing court appearances or other dangers</li> <li>• Encouraging them to recognise the situation they are in and accept help</li> </ul> <p>Example: if a phone call needs to be made, at this stage it will be made by the worker alone.</p>

## 5 Revisiting the ADHD Star™ at reviews

The Star is designed to be completed at least twice, so as to measure any progress the service user has made. The timing and frequency need to be agreed within your service when implementing the Star – see the Outcomes Star Implementation Guide for more information on this. It usually makes sense to integrate the Star with times when service users are reviewing and planning ahead.

At each review, repeat the process of discussing each of the Star areas and agreeing where the service user is on each scale. We recommend you do this initially without reference to the previous Star readings, to allow the service user to focus on a snapshot in time without being influenced by trying to make comparisons. Once the new Star has been completed, it is helpful to compare the two to give an instant visual picture of change. You can then use this to encourage discussion:

- Does what the service user sees on the Star fit with their sense of how they have changed?
- How do they feel about what they see, especially where they have moved up the scales?
- What has helped them make progress? What strengths have they brought to this? What can they learn from this and apply to other areas?
- What areas do they want to address now – the same as before or new ones?
- Where do they want to get to by the next review? What actions will it take to make this happen?

Then complete a new action plan and, if working on paper, file the Star Chart and Action Plan, entering the data as required. If you are using the Star Online, the data will already be captured – just print and file the Star Chart, Notes and Action Plan.

When positive change occurs, reviews can be very helpful in encouraging and motivating both the service user and the worker, as the Star makes progress evident. Change is hard, particularly at the **trying things out** stage and service users can be put off by any difficulties that arise. Seeing progress on the Star can help to encourage them and reinforce change as they start to try out new ways of doing things. You can use your discussions with service users to help point this out.

## 6 Frequently asked questions

Using the Star may mean working with service users in a different way. How natural and easy it feels for you will depend on your way of working prior to using the Star. Most service users find that the Star is fairly self-evident and feels familiar and comfortable after they have used it a few times, but the following questions often come up in training.

I found it good for generating conversations with the service user.

**Specialist nurse**

I've really enjoyed using it – people are different, but the Star is flexible and works for each person.

**Social worker**

My Star is how my life is.

**Service user**

Because the Star helps to pinpoint where service users are making progress and where they are not, it has helped staff to think creatively about how to get greater improvements.

**Manager,  
Single Homeless  
Project**

## What if we don't agree on where the service user is in an area?

This is a rich starter for discussion. Part of the process of making changes in an area that needs improvement is developing a realistic picture of how the service user is doing. Here are some pointers:

- Listen carefully to what the service user has to say – it will help you to understand their perceptions. They may also have information you are not aware of that will change your view.
- If you disagree about where the service user is on the Journey of Change, present evidence for why you see things differently and explain why you think they are at a different point on their journey. This will work best if you present specific examples rather than general statements. For example, “You tried out the new anger management techniques twice last week and they didn’t work quite as well as you had hoped”, rather than “You’re still getting into fights”. If the service user is underestimating their progress, provide specific evidence of their achievements. For instance, “You took part in a new social activity, you spoke to two new people and you listened to them and had a conversation. That seems like quite an achievement.”
- Take into account the service user’s current situation. In the early part of their journey, they are likely to be less self-aware and this can result in a higher personal rating.

If you and the service user still disagree after discussion, record both readings on the Star Chart, either during the session or afterwards.

## What if the service user can't or won't engage with the ADHD Star™?

Service users who are **stuck** in most or all areas of the Star will not engage meaningfully with the Star. You may choose to share your worker-only assessments with them later, when they have started to co-operate with support, in order to demonstrate the progress they have made or prompt learning and discussion.

It is unusual for service users to engage with one-to-one support but resist using the Star. If this happens, ask them why and check they have not misunderstood how the Star works or how the information will be used. Make sure they understand the key points and answer any questions or concerns they have. You may also want to point out that the Star is an integral part of how your service or project provides support.

I get a chance to say how I feel and how I am coping. It is good the second time because I understand what to do and can look back on the past.

Service user

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## **If service users don't make progress, will my performance be in question?**

The purpose of the Star is to help service users see where they have come from and where to go next. It will also help your service see where it is assisting service users to make positive changes, and identify areas that may need further attention. When service users do not make progress on the Star, there are many possible explanations. It is not about judging the work of individual members of staff.

However, data showing a lack of progress may indicate that you have a particularly difficult caseload or need additional support or training. You may want to discuss this with your manager.

## **What if the service user doesn't want to discuss certain areas?**

This can happen when a service user feels that some of the scales are not relevant to them because they do not have an issue in these areas. If you also feel that a particular area poses no problems, simply place the service user at 5 for that scale and move on.

Some areas may be particularly sensitive or the service user may not be willing to discuss them. Many workers find that simply having an area as a scale on the Star can be a helpful way to introduce sensitive areas that need to be discussed. However, the relationship of trust between the worker and service user, and the goal of supporting the service user's progress, are more important than the Star. If it is not helpful to continue, opt for either 5 or 1, and move to the next scale.

## **Won't service users be demotivated if they go back down the scales?**

When negative change occurs, workers are sometimes concerned that seeing this so clearly on the Star will demotivate service users. Usually, however, the service user is only too aware that they have moved further away from their goal and acknowledging this can be a helpful first step in addressing it. In these instances, it can be helpful to remind them that change is difficult and that it is not always a linear process.

It is also possible that service users may give themselves a lower reading in a review than in an initial assessment. This can be a positive step, indicating greater self-awareness and trust. It is therefore important to identify why the reading is showing a decrease and whether this is a slip-back or the result of greater self-awareness and honesty.

## **What if a service user has limited literacy or English?**

The Star materials are designed to be used flexibly. If a service user's English is limited, you may need to paraphrase in simplified language to support their understanding. If a service user has limited literacy, you could give them the Star Chart and read out the short scale descriptions of the stages you feel they are closest to at that time. Make sure you still refer closely to the detailed scales in this guide yourself.

If you have a question that is not addressed here, or any concerns about the ADHD Star, raise this with your manager. It is important that you have the chance to discuss your views, as the Star will only be useful to you and the service users you work with if you feel comfortable using it.

**Contact [info@triangleconsulting.co.uk](mailto:info@triangleconsulting.co.uk)  
or 020 7272 8765**

# Part 2: Detailed scales

## 1 Understanding your ADHD

This scale is about understanding your ADHD and how it affects you, and feeling you have some control over it. It covers getting diagnosed, making informed choices about treatment options (including understanding the side effects of some medication), and being able to explain your behaviour to others and ask for what you need in order to manage as well as possible.

### 5 Choice and self-reliance

#### I understand how my ADHD affects me and I mostly feel in control

- You have a good understanding of how ADHD affects you and of your options in tackling its effects
- You review your treatment regularly and stay up to date with changes in treatment recommendations
- You can explain the condition to others and let them know what you need to be able to manage it
- You don't need professional help in this area (except perhaps a check-up once or twice a year), and any extra support comes from family or friends

### 4 Finding what works

#### I'm learning what helps me cope with my ADHD, with some help

- You are learning which options work for you, and making decisions about any side effects or other implications
- You know where to get reliable and up-to-date information about the condition and treatments
- You may be trying out ways to explain the condition to others

### 3 Trying things out

#### I'm trying to understand my ADHD and starting to try different options but this often doesn't work

- You are starting to come to terms with having ADHD and want to understand and manage your condition, but it's early days and you still struggle
- You are beginning to find out about the different ways ADHD can be treated and may be starting medication
- Perhaps you give up after a short time or need a lot of support to stick with things or try new approaches

### 2 Getting help

#### My life is chaotic, but I have some help and have been given information about ADHD

- As for stage 1, but you are talking to someone about your experience and have been diagnosed with ADHD, perhaps for the first time
- You may not fully understand what ADHD is or how it affects you and are not yet taking the initiative to change things

### 1 Stuck

#### My life is chaotic and I don't know why. No one is helping me

- Your life is chaotic and you may feel no one is listening to you or understands you
- Either you do not have a diagnosis or, if you have been diagnosed with ADHD, you are not doing anything about it
- You don't know where to turn, or don't believe things can change
- You don't have any support, or you don't accept support

Want to use this tool?

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## 2 Focus and attention

This scale is about learning ways to help you pay attention to people, concentrate on the tasks you need to do and get things done. You may be good at concentrating on activities that you enjoy, but this scale is about applying attention to other tasks and becoming more flexible about the situations in which you can focus and pay attention.

### 5 Choice and self-reliance

#### **I can mostly pay attention and focus well enough in a range of situations when I need to**

- You are able to pay attention to people and concentrate well enough to do the things you have to do
- You can mostly follow things through and cope with different kinds of situations
- You don't need professional help in this area, and any extra support comes from family or friends

### 4 Finding what works

#### **I'm learning what helps me pay attention and focus, with some support**

- You are often able to pay attention and focus when you need to
- You are finding out what works best in different situations to help you concentrate and focus, follow instructions and finish tasks in different situations
- There are a few problem areas, so you need extra help with these

### 3 Trying things out

#### **I'm trying to pay attention and focus better, but it often doesn't work**

- You are starting to recognise what you find difficult and when you tend to lose concentration, but it's early days and you still struggle
- You are experimenting with some new ways to concentrate and pay attention better
- Perhaps you give up after a short time or need a lot of support to stick with things or try new approaches

### 2 Getting help

#### **I can't concentrate or focus when I need to, but I have some help**

- As for stage 1, but you are talking to someone about your difficulties with paying attention and focusing
- They may make suggestions but you don't believe it is possible to concentrate better and are not yet trying things for yourself

### 1 Stuck

#### **I can't concentrate or focus when I need to. No one is helping me**

- You can't concentrate when you need to, pay attention to people or follow instructions. Perhaps it's often hard to think clearly or your mind feels chaotic
- You may get frustrated, upset or aggressive when this happens and people don't understand your behaviour
- You don't know where to turn, or don't believe things can change
- You don't have any support, or you don't accept support

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# 3 Organising yourself

This scale is about the skills we all need to organise ourselves and manage our lives independently. It covers managing time, sorting out your money and any benefits you are entitled to, dealing with bills and paperwork, managing domestic tasks, not losing your possessions and coping with travel.

## 5 Choice and self-reliance

### **I'm organised enough to lead the life I want. I cope with most situations on my own**

- You can manage your time well enough to do things and get to places on time
- You are managing your money, can budget and pay your bills, and are getting any benefits you are entitled to. You may even save a little
- You are taking care of everyday tasks like shopping, cooking or cleaning
- You can manage your possessions and paperwork and cope with travel
- You don't need professional help in this area, and any extra support comes from family or friends

## 4 Finding what works

### **I'm learning to organise my life better, with some support**

- You are finding ways to manage your time, money, domestic tasks, possessions, paperwork and travel, and are learning what works best
- You are finding which routines work for you
- There are a few problem areas, so you need extra help with these

## 3 Trying things out

### **I'm trying to organise myself better on my own, but it often doesn't work**

- You are starting to try out new ways to organise yourself, like keeping a budget or writing a timetable for your day, but it's early days and you still struggle
- You are starting to try to do things for yourself rather than relying on someone else
- Perhaps you give up after a short time or need a lot of support to stick with things or try new approaches

## 2 Getting help

### **I can't organise myself on my own, but I have some help to tackle this**

- As for stage 1, but you are talking to someone about how disorganised you are, or how dependent you are on a parent, partner or someone else to keep you together
- You may be accepting some advice, or going along with suggestions, but don't believe you could do this yourself

## 1 Stuck

### **I can't organise myself on my own**

- You can't organise yourself, so you don't do things or get to places on time, your money and paperwork are a mess, your domestic tasks don't get done, you lose things all the time, and/or you can't deal with travel
- Or you are overly dependent on family or friends to manage your life for you
- You don't know where to turn, or don't believe anything could change
- You don't have any support, or you don't accept support

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# 4 Friends and social life

This scale is about the skills you need to have positive relationships with other people – family, friends, partners, colleagues, friends online and the wider community. It isn't about having lots of friends, it's about the quality of the relationships you have and about feeling comfortable with other people. It also covers coping with a wide range of social situations.

## 5 Choice and self-reliance

### I get on well with people and make friends well enough

- You can make and keep friends easily enough and know which friendships are good for you
- You feel connected to family, friends or partners and mostly have the opportunities you want for social life
- You get along with people most of the time and can manage the ups and downs of friendship well enough
- You can function socially in a wide range of situations, including work settings, and can listen, pick up some non-verbal communication, acknowledge and appreciate people, and avoid making hurtful comments
- You don't need professional help in this area

## 4 Finding what works

### I'm getting on better with other people, with some support

- You are learning to make and keep friends who are good for you, and you may have changed some of your old friendships
- You are learning to deal with different social situations, including how to listen, pick up cues in body language, keep in touch, acknowledge and show appreciation for people and avoid making hurtful comments
- There are a few problem areas, so you need extra help with these

## 3 Trying things out

### I'm trying to get on with other people, but it often doesn't work

- You are starting to try new ways of getting on with people, such as listening, keeping in touch, appreciating people, or avoiding making hurtful comments
- Perhaps you are beginning to work out which types of people you get on with and are good for you
- You are trying new ways of coping with different social situations
- Sometimes things go well but often they don't and you or others need to try new approaches

## 2 Getting help

### I don't fit in or I upset people without knowing why, but I have some help

- As for stage 1, but you are talking to someone about relating to people and making friends

## 1 Stuck

### I don't fit in or I upset people without knowing why. No one is helping me

- You find it hard to fit in or make or keep friends
- Perhaps friends that you have are not good for you
- You often find it hard to understand why people do or say certain things, and you may upset people without meaning to
- You don't know where to turn, or don't believe anything could change
- You don't have any support, or you don't accept support

# 5 Thinking and reacting

This scale is about dealing with strong feelings like anger and frustration, and letting off steam in safe and appropriate ways that don't get you into trouble. It is also about managing negative impulses such as gambling, binge drinking, reckless driving or self-harm, thinking before you act, and not harming yourself or others, disrupting other people or damaging property.

## 5 Choice and self-reliance

### I mostly think before I act and control myself when angry or upset

- You can control your impulses and reactions well enough not to cause problems for yourself or others
- You can recognise and cope with strong feelings like anger and frustration without taking things out on others. You have appropriate ways to let off steam
- You stay safe and out of trouble and keep within the law
- You don't need professional help in this area, and any extra support comes from family or friends

## 4 Finding what works

### I often think before I act and can control myself when angry or upset, with some support

- You are learning ways to control impulses and reactions, such as gambling, binge drinking, self-harm or reckless driving
- You are learning how to cope with strong feelings like anger or frustration and to let off steam safely and appropriately
- You mostly keep out of trouble and within the law and avoid behaviour that puts you or others in danger
- There are a few problem areas, so you need extra help with these

## 3 Trying things out

### I'm trying new ways to control my reactions, but it often doesn't work

- You are starting to try out new ways to control your impulses and reactions, but it's early days and things often seem to go wrong
- You are experimenting with ways to cope with strong feelings, with support, but often feel overwhelmed or don't know what you feel
- Sometimes things help for a while, but it's easy to slip back

## 2 Getting help

### I don't think before I act or control myself when angry or upset, but I have some help

- As for stage 1, but you are talking to someone about the way you act and react, and recognise these are a problem
- You may not believe it's possible for you to make changes and are not yet trying new approaches for yourself

## 1 Stuck

### I don't think before I act or control myself when angry or upset. No one is helping me

- You can't control your impulses and reactions and often upset people or put yourself or others in danger. Perhaps you take risks such as gambling, binge drinking, reckless driving, spending all your money or self-harm
- You often get into trouble. You may be in trouble with the law
- You don't know where to turn, or don't believe anything can change
- You don't have any support, or you don't accept support

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