



Attention Star™

The Outcomes Star for attention, learning and behaviour

school & learning

your routine

family

Want to use this Star?

Visit www.outcomesstar.org.uk

Contact info@triangleconsulting.co.uk

or 020 7272 8765

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Please contact 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.

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.

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Introduction to the Attention Star™

We are here to help you with attention, learning and behaviour

The Attention Star has been developed for use with children and young people aged 5-18 who have difficulty paying attention, learning and/or with their behaviour at school or in other situations, whether or not they have a particular diagnosis. It is a version of the Outcomes Star, a suite of tools for supporting and measuring change when working directly with people.

The Attention Star covers eight key areas:

1. School and learning
2. Your routine
3. Family
4. Friends
5. Being healthy
6. How you feel
7. How you behave
8. Attention and organisation.

The Journey of Change

For each of these eight areas, there is a scale which measures your relationship with any difficulties you are experiencing in this area and where you are on the steps towards addressing these difficulties. Each scale follows the same patterns – the Journey of Change – with five stages, described on the next pages.

How does it work?

To complete the Star, look at the eight scales one by one and talk them over with your keyworker. Together, you can agree where you are in each area, mark the number on the Star Chart and connect the points to create a snapshot of your life and of the areas that are working well and the ones that are causing difficulties.

This will help you and your worker to agree on what areas to work together, the actions you want to take and any support you need. You and your keyworker will come back to the Star at regular intervals. This will help you build a picture of your progress.

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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 Attention Star scales are underpinned by a model of change that has five stages:

1. Stuck (blue)

At the start of the journey, life is difficult. The child's behaviour and/or learning is a major problem and it may feel as if this rules their life and that of their family. Perhaps they cannot sit still or concentrate, or they get into trouble or take risks a lot, and may have been excluded from school or other places. They may feel anxious, upset, frustrated, angry or hopeless a lot of the time. Perhaps they don't know why or what is wrong. Perhaps they have a diagnosis such as autism or ADHD but don't receive any support, or they or their family are not accepting the support offered. Things are not getting better, so they are **stuck**.

2. Getting help (red)

Things may be as bad as at stage 1, but at this stage the child and/or their family know things have to change or want things to get better and they are **getting help**. Perhaps they or their family are listening to suggestions and talking to professionals. The child's behaviour, learning or ability to pay attention is not altering a lot yet, but they and/or their family feel more supported and are ready to look at making changes.

3. Trying things out (orange)

At this stage the child and/or others are trying out new ways to help manage their attention, learning or behaviour, such as trying to get up and go to bed at a regular time, but it is early days. The child and/or their family may feel motivated some of the time, but are not really sure what they can achieve. If the child is younger, it may be mostly the people around them who are **trying things out**, including their family, their school and health professionals. This may include ideas like a "time out" card, a reduced timetable or opportunities to be more active.

4. Finding what works (green)

At this stage the child and/or the people around them can see the difference that some new strategies are making and learn from any setbacks. The child can see some things they are good at, and so can people around them, so the child does not feel criticised all the time. The child and/or others understand their condition and feel motivated to change things. If the child is younger, it is the adults around them who are **finding what works**, but older children are **finding what works** for themselves, and building effective strategies to improve their attention, learning and/or behaviour. However, these strategies still need to become more established, the child and their family are not yet confident enough to stop having specialist professional support, and/or there are still some key areas where changes are needed.

5. Managing well (teal)

At the final stage of the journey, any difficulties with attention, learning and/or behaviour are mostly not a barrier to the child getting on with their life and doing the things they want to do in a socially acceptable way. Probably things can and will continue to improve, but they are now doing OK in school or training, and they are resilient and able to manage well enough. If they have a diagnosed condition, they may have medication and check-ups once or twice a year. If the child is older, they are mostly **managing well** by themselves, and if they are younger, they are **managing well** because their family, school and others support them and the child does what they can. They and/or their family know how to get the help they need if new challenges arise.

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Attention Star™ resources

1. The Attention Star Chart, Notes and Action Plan
2. The Attention Star Scales
3. This User Guide
4. The Attention Star Guidance for Workers
5. A web application for online completion at www.staronline.org.uk
6. Further information at www.outcomesstar.org.uk.

The Attention Star was developed by Triangle Consulting Social Enterprise with Norfolk Community Health and Care NHS Trust, through a process involving workers, managers and associated professionals, plus some of the children and their parents using the ADHD service during the pilot period.

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

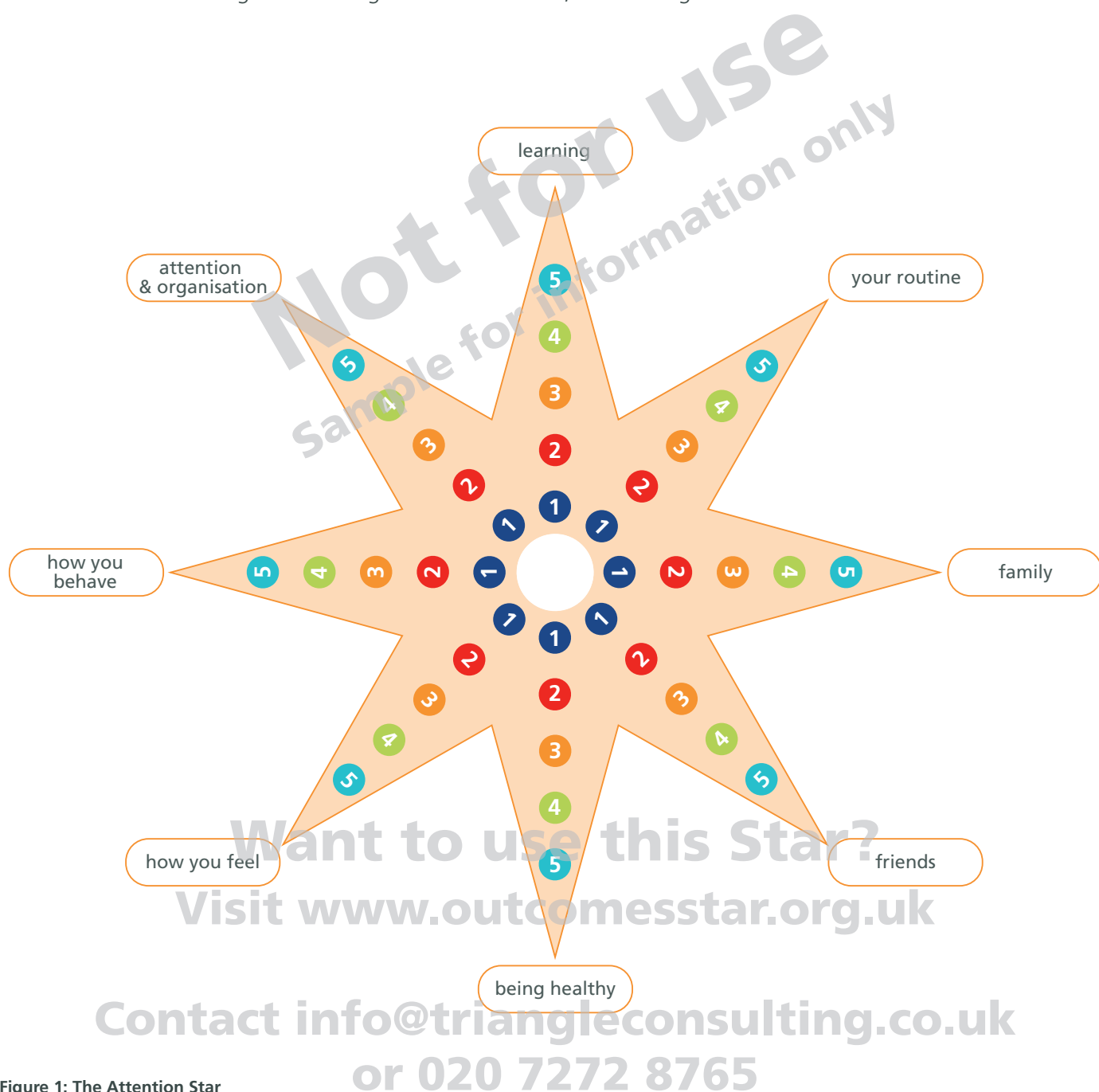


Figure 1: The Attention Star

1 School and learning

School or college, lessons, homework, school clubs and activities

5 Managing well

I mostly find school OK and can do my work well enough

4 Finding what works

I'm finding out how to get work done at school, with some support

3 Trying things out

I'm trying to get on better at school, but it often doesn't work

2 Getting help

I'm not learning much at school, but I have some help

1 Stuck

I'm not learning much at school.
No one is helping me

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1 School and learning (detail)

This scale is about being able to learn, develop and fulfil your potential at school or college. It covers coping with the school environment, structure and routine in positive ways and being able to find subject areas or activities at school that interest you. It is also about your school understanding your difficulties with attention, learning and/or behaviour, supporting you and helping you to learn.

5 Managing well

I mostly find school OK and can do my work well enough

- You are making reasonable progress at school and are mostly able to get work done both at school and at home. Perhaps you are getting on well in some subjects
- You mostly find school OK. Perhaps you enjoy some lessons or activities and feel satisfaction in doing things well
- You may be getting additional support from your school but you don't need professional help beyond this. Your family mostly support your learning by attending school meetings and helping with homework if needed

4 Finding what works

I'm finding out how to get work done at school, with some support

- You are finding ways to get work done at school and at home and are taking an interest in some lessons, but there are still some areas to address
- You are learning how to cope with your school's structure and routine in more positive ways. The school is also finding out how best to support you
- There are a few problem areas so you need extra help with these

3 Trying things out

I'm trying to get on better at school, but it often doesn't work

- You are starting to try out some new ways to manage school and homework and to learn better, but it's early days and you still struggle
- Your school is starting to look at ways to support you, for example by giving you more opportunity to move about or extra support in class
- Perhaps your family is trying to help you with education and learning
- Sometimes things go well but often they don't and you or others need to try new approaches

2 Getting help

I'm not learning much at school, but I have some help

- As for stage 1, but you are getting some help with your difficulties with learning and with school

1 Stuck

I'm not learning much at school. No one is helping me

- You find school hard and don't get your work done
- You are mostly bored or frustrated at school, or are often disruptive or down about instead of trying to work. It may seem as if you are always getting into trouble or that teachers always pick on you
- Your school is not supporting you. You may have been excluded
- You and/or your family don't know where to turn or don't believe anything can change. You don't have support or don't accept support

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2 Your routine

Getting up, going to bed, sleep, mealtimes, family rules, doing things together

5 Managing well

My family has a positive routine that supports us all

4 Finding what works

My family mostly has a positive routine, with some support

3 Trying things out

My family is trying to build a positive routine, but it often doesn't work

2 Getting help

We don't have a family routine, but my family has some help

1 Stuck

We don't have a family routine.
No one is helping us

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2 Your routine (detail)

This scale is about your daily routine at home during the week so you can get to school on time, have enough sleep and have regular meals. It includes your family making sure your home is organised enough and setting rules such as when to go to bed and not to use a phone or computer late at night. It's also about doing some things together as a family, such as eating meals, going to the park or other activities.

5 Managing well

My family has a positive routine that supports us all

- You have regular meals, get up at a regular time and get to school on time. You go to bed on time on weekdays and get enough sleep. Your home is organised enough for this to work well
- You do some things together as a family every week
- You know what your family rules are and mostly follow them, and so does the rest of your family
- You don't need extra support in this area

4 Finding what works

My family mostly has a positive routine, with some support

- There are some problems but your family has a clear sense of routine. You mostly eat at least one meal at a regular time, get up on time on weekdays and get enough sleep. Your home is mostly organised enough
- You manage to do some things together as a family most weeks
- Your family is finding ways to be fairer and more consistent about family rules
- There are a few problem areas, so you need extra help with these

3 Trying things out

My family is trying to build a positive routine, but it often doesn't work

- Your family is starting to try putting routines and rules in place such as regular mealtimes and bedtimes, not using phones or computers late at night, getting the house more organised or doing more things together
- You are trying to follow the rules but it's difficult and you often get frustrated or slip back. Perhaps other members of your family also break the rules or your parents don't agree on what the rules are
- Sometimes things go well but often they don't, and you or others need to try new approaches

2 Getting help

We don't have a family routine, but my family has some help

- As for stage 1, but you are talking to someone about the lack of routine and rules at home

1 Stuck

We don't have a family routine. No one is helping us

- You don't have regular meals or bedtimes and don't get enough sleep, so you don't get up on time and miss school or are often late
- Your home may be too chaotic to support a family routine. Perhaps one of your parents also finds it hard to pay attention or be organised
- There are no rules or you and your family don't stick to them
- You and/or your family don't know where to turn or don't believe anything can change. You don't have support or don't accept support

3 Family

Getting on as a family, warmth and understanding, reducing conflict

5 Managing well

My family supports me and we get on well enough most of the time

4 Finding what works

My family and I are learning how to get on better, with some support

3 Trying things out

My family and I are trying new ways to get on better, but it often doesn't work

2 Getting help

We don't get on as a family most of the time, but we have some help

1 Stuck

We don't get on as a family most of the time. No one is helping us

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3 Family (detail)

This scale is about you and your family getting on well enough. It includes your parents or carers giving you attention and praising you when you do well. It's also about your family understanding how you feel and supporting you, and you trying to behave in ways that work well for everyone.

5 Managing well

My family supports me and we get on well enough most of the time

- You can trust your family to love and support you
- They give you attention, comfort and praise
- You and your family know how to handle the ups and downs of family life well enough
- You don't need extra support in this area

4 Finding what works

My family and I are learning how to get on better, with some support

- You trust your family to be there for you if you really need them
- They give you the love and attention you need some of the time, but things could be better
- You are learning how to deal with each other and to sort things out when there are difficulties
- There are a few problem areas, so you need extra help with these

3 Trying things out

My family and I are trying new ways to get on better, but it often doesn't work

- You are starting to try new ways to get on better with your family, but it's early days and you still struggle
- Your family is starting to try new ways to get on better with you and to give you the attention, comfort and praise you need
- You can all get on for a little while, but it's hard to keep going

2 Getting help

We don't get on as a family most of the time, but we have some help

- As for stage 1, but someone is helping you talk about it, and maybe also helping your parents or carers

1 Stuck

We don't get on as a family most of the time. No one is helping us

- There are lots of arguments at home or people just let you do what you want in order to avoid conflict
- Maybe you feel people at home are always getting at you, or you can't be yourself, or no one understands you. Maybe people just ignore you
- You and/or your family don't know where to turn, or don't believe anything can change. You don't have support or don't accept support

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4 Friends

Connecting with others, maintaining friendships, communicating, social skills

5 Managing well

I get on well with people my age and make friends well enough

4 Finding what works

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

3 Trying things out

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

2 Getting help

I don't fit in or I upset people. I can't help it or don't know why, but I have some help

1 Stuck

I don't fit in or I upset people. I can't help it or don't know why. No one is helping me

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