



Please use this form the **FIRST** time you create a Knowing *ME* profile 

* Required

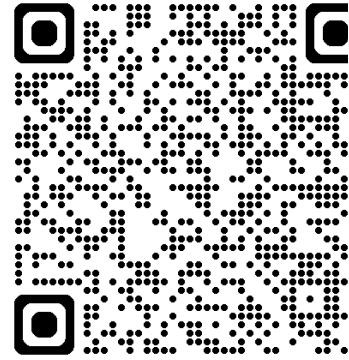
What is the Knowing *ME* profiling tool?

The Knowing *ME* profiling tool has been designed to help you get the right support for you.

Support needs to be based on your own experiences at home and in other places (e.g. nursery, school, college, work, and group activities).

This tool can help us to know and understand each other better.

Further information about the Knowing *ME* profiling tool



In 2025, Cheshire and Merseyside Integrated Care Board (people who buy services) asked the Centre for Autism, Neurodevelopmental Disorders, and Intellectual Disability (CANDDID study team) to co-design this tool with parents/carers and people who work in this area.

Work is continuing in 2026 and 2027 to improve how well this tool works.

The Knowing *ME* profiling tool helps you to explain how you experience the world, what support you might need, and what you're good at. It's here to make sure that everyone involved in supporting you - like families, teachers, and practitioners - can work together, using kind and fair language, to understand what really matters. It's about noticing what helps, what's already working, and how to make things better.

If you have further questions about this tool, links to all the information you need are here:

The tool: <https://www.cheshireandmerseyside.nhs.uk/your-health/cheshire-and-merseyside-neurodevelopment-pathway/knowning-me-profiling-tool/>

The form: <https://www.cheshireandmerseyside.nhs.uk/your-health/cheshire-and-merseyside-neurodevelopment-pathway/knowning-me-profiling-tool-form/>

For more information about how the Knowing *ME* profiling tool fits into the work to support neurodiverse children and young people in Cheshire and Merseyside, please use this link or QR code:

<https://www.cheshireandmerseyside.nhs.uk/your-health/cheshire-and-merseyside-neurodevelopment-pathway/> You can also find resources and support available where you live in the pages here.

Please let us know in the feedback form if there is anything missing: www.cheshireandmerseyside.nhs.uk/your-health/cheshire-and-merseyside-neurodevelopment-pathway/we-want-to-hear-from-you/

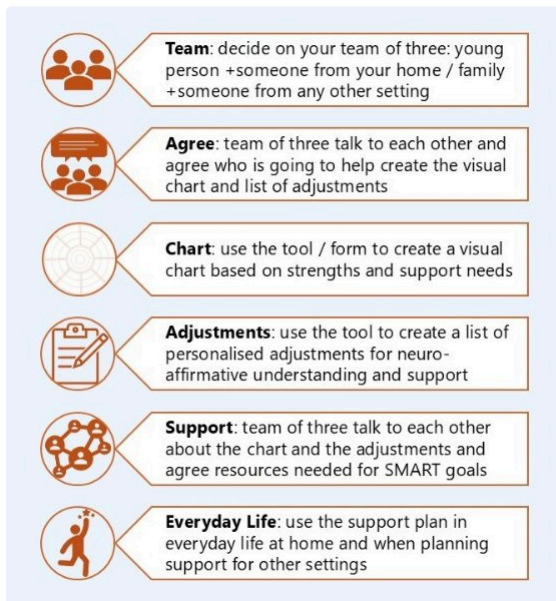
We would like your feedback on how easy it is to use this form so that we can improve it.

Please complete the questions at the end of this form to tell us what you think! You can choose how much you want to say - just fill in any of the boxes.

If you decide not to use this form, please use this link or the QR code at the end of the survey to tell us why: www.cheshireandmerseyside.nhs.uk/your-health/cheshire-and-merseyside-neurodevelopment-pathway/we-want-to-hear-from-you/

Using the Knowing *ME* profiling tool

This picture shows a quick start guide:



1

What do you want to do next?



- Use this QR code or link to have a look at the user guide or the user guide videos. This link can also be used to find resources and support available where you live. <https://www.cheshireandmerseyside.nhs.uk/our-health/cheshire-and-merseyside-neurodevelopment-pathway/knowning-me-profiling-tool/>

- Click here to see some summary information about the tool and how it works.



- Use this QR code to look at the questions in a 'test' form (this can help you to get ready for the meeting when you are creating the visual chart and support plan).

- Click here to get started now with four quick notes.

Get started with four quick notes



The tool has not yet been fully digitised. In the meantime, please create your visual chart and support plan by following these steps:

- 1. Use the questions in this form** to share your own experiences of life at home and in other places. This conversation will help you to say what is working well and what extra help is needed.
- 2. Use this QR code to create your visual chart and support plan.** It is a fillable form. Make a note of the 'highlights' - these are the things you really want someone else to understand about you. You can also make a note of your SMART goals on this form. There are also some pages you can print out and colour if you like.
- 3. Make sure this form and the fillable form are saved and shared securely.** Please ask for help if you need it. Use 'Save as PDF' so this form can be accessed again and shared with other people. Please check the rules on safe sharing of data. Please make sure that you and your family have a copy of this either emailed or printed for you.
- 4. Please make a note of your unique ID (see below)** so you can see what has changed next time you make a Knowing *ME* visual chart and support plan.

Please don't put any personal information into this form.

2

Checklist

- I am working with someone from my family and/or another adult who knows me well.
- I am working with someone from my school, setting or service who knows me and has attended the Knowing ME profiling tool 3-hour training.
- I have looked at the user guide and/or summary videos: www.cheshireandmerseyside.nhs.uk/your-health/cheshire-and-merseyside-neurodevelopment-pathway/knowning-me-profiling-tool/
- I understand that when I give feedback it will help the tool to work better in future.

Your experience before the form is completed

We would like to understand where people are at when they come to the profiling tool meeting. We will then ask this question at the end to measure the difference between feelings at the beginning and feelings at the end.

3

Based on information shared before this meeting, how ready do you feel for this conversation?

	Very positive	Positive	Neutral	Negative	Very negative
Young person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/carer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART ONE: Background Information

Please complete the details below aimed at the young person at the centre of the discussion.

Please don't put any personal information into this form, such as names and contact details.

4

Please create a unique ID for this tool (you will need this when completing follow-up forms/accessing results in the future)

Enter the first 5 letters of your school/setting/service name, followed by your initials, then the date that this tool was completed for the first time.

*e.g. Overton School, Paul Smith, 1st January 2026 - **OVERTPS010126** or Home educated, James Foster, 25th March 2026 - **HOMEJF250326** **

5

Where is your setting or service located? *

- Cheshire East
- Cheshire West
- Halton
- Knowsley
- Liverpool
- Sefton
- St Helens
- Warrington
- Wirral
- Other

6

In which setting/service is this form being completed? *

- Early years setting (e.g. nursery, childminder)
- Primary school
- Secondary school
- Further education (e.g. sixth form, college)
- Special school
- Alternative provision
- Pupil referral unit (PRU)
- Elective home education (EHE)
- Children's services - Council (please state below)
- Children's services - health (please state below)
- Third sector service - please state below
- Other

7

Please add your school's Unique Reference Number (URN) here.

If you do not know this number, please search for it here: <https://get-information-schools.service.gov.uk/Search?SelectedTab=Establishments> and search by name/reference number. Please make sure you add the URN (**not** the DfE number or UKPRN).

In the future, it may be possible for your key professional to find data within this form again with this number.

8

What is the name of your setting or service completing the tool with you today?

What is your age? *

- Under 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18-25

What is your gender?

- Male
- Female
- Non-binary
- I'd rather not say
- Other

Who is at the Knowing ME meeting today? Please tick all that apply.

- Young person
- Parent/carer
- Key professional from nursery/school/college
- Key professional from other setting or service (e.g. health services, family support, charity etc.)
- Other

PART ONE: Background Information continued

As the young person at the centre of this discussion:

12

What people, places, and activities are important to you (e.g. my gran, the park, playing football, or crafting)?

13

Tell us about when and where you feel your best. Your best might be when you feel the most comfortable, confident, happy, or able to do well (e.g. at home in my room with my dog makes me feel most comfortable, or at the back of the classroom, away from the heater).

14

When and where is it hardest for you to be your best? This might include places or situations where you feel unhappy, anxious, uncomfortable, or unable to work well (e.g. 'visitors I didn't expect' or 'clapping and whistling in assemblies').

15

Who do you talk to when you need extra help? (E.g. my grandad, my teacher, my brother, my mum, my friends). Please don't include any specific names here.

PART TWO: The Knowing *ME* profiling tool

This tool does not replace medical or therapeutic advice. If you have concerns about your child's eating or drinking, physical or emotional health, please discuss these with your GP.

Emotion



16

Do you need more help with 'emotion'?

No help needed

Help is working

Some help
needed

Lots of help
needed

Biggest need

Emotion-

Helping me to
notice and feel
better when
emotions get
big

17

Please tell us about any 'emotion' help that is already in place and working well (please don't add any names or personal details here).

18

Things I'd like you to know and understand about my Emotion

- Sometimes my feelings get too big or too small
- It can take me longer to calm down
- I might need space or quiet when I'm upset
- Please don't rush me when I'm sorting my feelings
- I might need help to show my feelings in a way you understand
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Emotion

- I can be really calm when I do things I like
- I know tricks that help me feel better like drawing or listening to music
- I'm good at remembering what helps me when I get upset
- I care a lot about fairness and kindness
- I get excited about learning new ways of handling big feelings
- I'm strong at focusing on things that make me feel safe
- This section doesn't apply to me
- Other

Energy



20

Do you need more help with 'energy'?

No help needed

Help is working

Some help
needed

Lots of help
needed

Biggest need

Energy-

Helping me to
make the most
of my energy
levels

21

Please tell us about any 'energy' help that is already in place and working well (please don't add any names or personal details here).

22

Things I'd like you to know and understand about my Energy

- My body feels full of energy all the time
- My body feels like it has rockets sometimes and other times like it has no batteries
- My brain can go super fast like a race car and then suddenly stop
- I don't always notice when I'm getting tired until I crash
- I need movement breaks or my energy gets stuck inside me
- Sitting still can use up all my energy
- Sometimes I have more energy than everyone else and sometimes I have less
- When I'm interested I can use my energy to focus really hard
- Sometimes people think I'm lazy, but really, my energy just works differently
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Energy

- I have lots of energy for playing games and sports
- I can think of ideas really fast
- I am good at noticing fun things to do
- When I am excited, I can keep going for ages
- I can turn my energy into helping others
- I like moving, running, climbing, and exploring
- I can focus super-strong on things I love
- I am great at bringing fun and laughter to people
- This section doesn't apply to me
- Other

Coordination



24

Do you need more help with 'co-ordination'?

	No help needed	Help is working	Some help needed	Lots of help needed	Biggest need
Coordination- Helping me with coordination of movements (brain-to-muscle messages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25

Please tell us about any 'coordination' help that is already in place and working well (please don't add any names or personal details here).

Things I'd like you to know and understand about my Coordination

- It might take me longer to learn new moves
- Sometimes my body doesn't do what I want straight away
- I can trip or bump into things even when I'm trying really hard
- Writing or using scissors can be really tiring
- I might need extra time to get started with actions
- Big noisy spaces can make my movements harder
- I am trying my best even if it doesn't look smooth
- My brain knows the word but my mouth can't always say them right
- It takes me more tries to get the sounds in the right order
- Sometimes I get stuck on a word even when I really know it
- My speech can be slow because my mouth muscles need extra time
- I might look quiet but I have lots of ideas in my head
- If I pause or repeat, I'm working hard to get the word out
- I like when people listen and give me time
- Sometimes my body makes moves or sounds I don't plan
- I can't always stop my tics even if I try really hard
- I might blink, twitch, or make noises without meaning to
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Coordination

- I keep trying even when things are tricky
- I can find my own clever ways to get things done
- I'm good at using my imagination instead of just my hands
- I like games or activities where I can move at my own speed
- I know lots of words in my head and I don't give up trying to say them
- I can show my ideas in pictures, writing, or actions when talking is hard
- I'm good at listening to what others say
- I can find creative ways to communicate
- I can laugh and make others laugh
- I notice things really fast and react quickly
- I don't give up even when my tics show up
- This section doesn't apply to me
- Other

Sensory



28

Do you need more help with 'sensory'?

No help needed

Help is working

Some help
needed

Lots of help
needed

Biggest need

Sensory-
Helping to
create places
that feel
comfortable or
just right for me

29

Please tell us about any 'sensory' help that is already in place and working well (please don't add any names or personal details here).

Things I'd like you to know and understand about my Sensory

- My senses can feel extra strong or extra quiet
- Noises, lights, or smells that seem small to you can feel really big to me
- Sometimes I need to cover my ears or eyes to feel safe
- I might need breaks if things get too loud or busy
- Textures on clothes or food can feel too scratchy or strange
- I can get tired if my senses get too full
- I'm not being difficult, I'm trying to cope
- I feel calm when I can choose the sounds and lights around me
- Sometimes I don't notice when I'm hungry or thirsty until it's really strong
- I might not feel if I'm too hot or too cold
- It can be hard for me to know if I need the toilet until it's urgent
- I don't always spot when I'm getting tired until I crash
- Sometimes I don't realise I'm upset until I'm already crying or I'm angry
- I might need help to check in with my body and my feelings
- Please don't think I'm ignoring things, I just don't always notice my inside feelings
- When I do notice my inside feelings they can feel really, really big
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Sensory

- I notice things other people don't see, hear, or feel
- I can spot tiny details really fast
- I know what sounds, colours, or textures make me feel calm
- I'm good at finding my favourite smells, tastes, or sounds
- I'm good at making patterns
- I love collecting things that look, feel, or sound interesting
- I can notice very small changes in sound, smell, or taste
- I can learn new tricks to help me notice my body and my inside feelings better
- I'm really good at finding things that make me feel calm like deep breaths
- This section doesn't apply to me
- Other

Attention



32

Do you need more help with 'attention'?

No help needed

Help is working

Some help
needed

Lots of help
needed

Biggest need

Attention-
Helping me
break tasks
down and make
places less
distracting for
me

33

Please tell us about any 'attention' help that is already in place and working well (please don't add any names or personal details here).

Things I'd like you to know and understand about my Attention

- I try really hard, even if it doesn't always look like it
- Sometimes I can't help getting distracted
- I don't always notice the time passing
- If I am really interested, I can focus a lot
- It's hard to switch between tasks
- I can forget things, even if I care
- I like having breaks and moving around
- I do better when things are on a list
- Sometimes my attention zooms in really close, and sometimes it zooms out too fast
- I can lose focus if something doesn't interest me
- I might get distracted by noises, movement, or my own thoughts
- Please don't think I'm not trying, my brain just works differently
- I may need reminders or breaks to get back on track
- I can focus longer when I'm interested or moving my body
- Sometimes I need extra time to switch my attention
- It helps when you show me clearly what is important
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Attention

- I can focus really deeply on things I love
- I'm good at noticing little details
- I have creative ideas when my attention switches around
- I can spot things other people might miss
- When I care about something, I can give it all my focus
- I am good at jumping between different ideas
- I can bring energy and excitement to tasks I like
- I'm proud when I finish something I worked hard on
- This section doesn't apply to me
- Other

Communication



36

Do you need more help with 'communication'?

No help needed

Help is working

Some help
needed

Lots of help
needed

Biggest need

Communication

n- Helping me to connect in ways that feel comfortable



37

Please tell us about any 'communication' help that is already in place and working well (please don't add any names or personal details here).

38

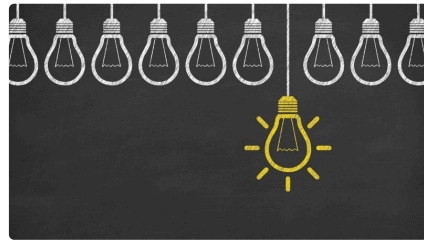
Things I'd like you to know and understand about my Communication

- I might need more time to say what I mean
- If I go quiet, I still have ideas and feelings inside
- I can show my wants and needs in different ways, not just talking
- I might not always understand hints or body language
- Please be clear and say what you mean
- I feel happy when people listen and give me time
- I want to understand you too, even if it takes me a bit longer
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Communication

- I have lots of ideas I like to share
- I'm really good at listening when people talk to me
- I can show my feelings with pictures, writing, or actions when words are hard
- I like learning new ways to get my ideas across
- I care about what other people think and feel
- I can notice little things that help me understand people better
- I like using my special interests to connect with others
- I'm proud when I find a way to explain what's in my head
- This section doesn't apply to me
- Other

Flexibility



40

Do you need more help with 'flexibility'?

	No help needed	Help is working	Some help needed	Lots of help needed	Biggest need
Flexibility- Helping me notice and make the most of how quickly or deeply I am thinking before I respond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41

Please tell us about any 'flexibility' help that is already in place and working well (please don't add any names or personal details here).

42

Things I'd like you to know and understand about my Flexibility

- I like routines because they help me feel safe
- Changes can feel really big to me, even if they seem small to you
- I might need extra time to switch from one thing to another
- Surprises can make me feel worried, even if they are good ones
- If plans change, please explain it clearly so I can understand
- Sometimes I need to do things in my own way
- I can try new things better when I know what's coming
- I'm not being difficult, I just need help to feel ready for change
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Flexibility

- I'm good at noticing patterns and sticking to routines
- I can plan carefully so I feel ready for changes
- When I know what's coming, I can try new things really well
- I'm strong at finding my own ways to solve problems
- I can focus hard on what's important to me
- I like learning new facts and ideas in my favourite topics
- I can share different ways of thinking that other people don't always see
- When people explain things clearly, I can join in and adapt
- This section doesn't apply to me
- Other

Impulsivity



44

Do you need more help with 'impulsivity'?

No help needed

Help is working

Some help
needed

Lots of help
needed

Biggest need

Impulsivity-
Helping me
notice and
make the most
of how quickly
or deeply I am
thinking before
I respond



45

Please tell us about any 'impulsivity' help that is already in place and working well (please don't add any names or personal details here).

Things I'd like you to know and understand about my responses: Impulsivity and Over-thinking

- Sometimes I say or do things really quickly
- Sometimes I think and think before I can decide
- Fast ways of responding are just a part of who I am
- Deep thinking is just a part of who I am
- I like it when people listen to my quick ideas
- I feel calmer when I get time to think things through
- Please don't rush me, and please don't stop me when I'm ready to share
- I can feel worried if people don't understand my pace
- I want you to see and understand my fast responses are an important part of me
- I want you to see and understand my deep and thoughtful responses are an important part of me
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Impulsivity and Over-thinking

- I can come up with new ideas quickly
- I am brave about trying things straight away
- I notice fun or interesting things before others notice them
- When I think deeply, I see details that other people might miss
- I am creative with my first ideas
- I can surprise people with original thoughts
- I'm good at solving problems in my own way
- I learn from my fast choices
- I learn from my careful deep thinking
- This section doesn't apply to me
- Other

Self



48

Do you need more help with 'self'?

	No help needed	Help is working	Some help needed	Lots of help needed	Biggest need
Self- Helping me understand myself (body + mind), including sleeping, eating, drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49

For the last question, which of the following were you thinking about:

- Sleep
- Hygiene
- Physical activity/exercise
- Eating & drinking
- Masking
- This section doesn't apply to me
- Other

50

Please tell us about any 'self' help that is already in place and working well (please don't add any names or personal details here).

Things I'd like you to know and understand about my Self

- Sometimes I hide my real feelings to fit in and it can make me really tired
- I might not always notice when I'm hungry, tired, or stressed until it's really big
- Sleep and food can affect my mood and energy a lot
- Please listen when I tell you what I need, even if it sounds small
- I may need help finding the right words to explain myself
- I feel better when people believe me about how I'm feeling
- I need safe spaces where I don't have to mask
- I want to get better at standing up for myself but I need support to practice
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Self

- I know what helps me feel safe and calm
- I can notice when I need a break
- I'm learning how to explain my needs in my own words
- I'm good at finding foods or routines that make me feel better
- I can use my hobbies and interests when I'm stressed
- I'm strong because I keep trying, even when I have to mask
- I like learning about myself, and how my body and mind work
- I can remember what helps me sleep and eat well
- This section doesn't apply to me
- Other

Future



53

Do you need more help with 'future'?

No help needed

Help is working

Some help
needed

Lots of help
needed

Biggest need

Future-
Helping me
think about
what needs to
happen for my
hopes, dreams,
goals

54

Please tell us about any 'future' help that is already in place and working well (please don't add any names or personal details here).

55

I need specific help with:

- Transition to primary school
- Transition to secondary school
- Transition to further education
- Preparing for adulthood
- This section doesn't apply to me

Things I'd like you to know and understand about my Future

- Sometimes big goals feel really far away, and I need help breaking them into smaller steps
- I might worry about changes or things I've never done before
- It helps when people explain clearly what I need to do next
- I may need extra time to get ready for new responsibilities
- Please be patient if I get stuck, I am still learning
- I feel more confident when I can use my own interests to practice skills
- I need reminders to stay on track, but I do want to reach my goals
- I dream about my future and I feel proud when people believe in me
- This section doesn't apply to me
- Other

My skills, strengths, and interests: Future

- I have lots of exciting ideas about what I want to be when I'm older
- I can focus really deeply on things I care about
- I'm good at noticing details and also imagining big possibilities
- I like making step by step plans when I know what the goal is
- I can use my energy and creativity to reach my goals
- I keep practising and don't give up, even when it's hard
- I'm strong at remembering facts and ideas that help me with my dreams
- I want to use my passions and my energy to do something important when I grow up
- This section doesn't apply to me
- Other

Final questions

58

Is there any other help needed that is not included already in this tool? e.g. visual schedules or timers to help transitions during the school day.

59

Do you want to agree 'check-ins'? If yes, please put the details in the box below. Who you will check in with? When? How often? e.g. daily check ins with my teacher at 12pm to discuss my feelings (please don't enter names into this form).

PART THREE: Agree SMART goals and visual chart to show your strengths and what works best



Use this QR code to create your visual chart and support plan. It is a fillable form and the words also automatically fill in other boxes. Please make sure your key professional opens this in a new window so that you can all fill this in together.

You can add 'highlights' to the visual chart - these are the things you really want someone else to know and understand about you.

You can then print and add colour to your visual chart.

You can also make a note of your SMART goals on this form.

You can also click on this link: <https://www.cheshireandmerseyside.nhs.uk/your-health/cheshire-and-merseyside-neurodevelopment-pathway/profiling-tool-resources/>

Use SMART to plan your next steps



LEARN MORE: What is available to support learning?

What books, online resources, and videos can you access? Are there any training sessions for you, your parents/carers, or other people who know you? Use these questions to make your goals SMART.

Be SPECIFIC - what is the goal (e.g. 'my sister is going to read a book called...')

Is it MEASURABLE - how will we track progress (e.g. 'my sister can tell me and my mum all about it when she's finished looking at the book')

Is it ACHIEVABLE - check it's achievable (e.g. 'the book is interesting enough and the right reading age for my sister')

Is it RELEVANT - check it's helpful (e.g. 'this is a good book for helping brothers and sisters to understand each other better and for getting on with each other')

Make it TIME BOUND - give your goal a deadline (e.g. 'by the time we have our next meeting on ____ (date)')

60

Be SPECIFIC - what is your 'LEARN MORE' goal? E.g. 'my sister is going to read a book called...'



S = SPECIFIC

Say exactly what you want to do

61

Is it MEASURABLE - how will we track progress of your 'LEARN MORE' goal? E.g. 'my sister can tell me and my mum all about it when she's finished looking at the book.'



M = MEASURABLE

You can check it's finished or changed

Is it **ACHIEVABLE** - check your 'LEARN MORE' goal can happen. E.g. 'I will check that the book is interesting enough and the right reading age for my sister.'



A = ACHIEVABLE

You can do it - actually make it happen

Is it **RELEVANT** - check your 'LEARN MORE' goal is helpful E.g. 'I will check that this is a good book for helping brothers and sisters to understand each other better and get on better with each other.'



R = RELEVANT

It matters to you - it's helpful or important

Make it **TIME BOUND** - give your 'LEARN MORE' goal a deadline e.g. 'my sister will read the book by the time we have our next meeting on ____ (date).'



T = TIME BOUND

You know when you want it done - it has a finish date

FIND MORE HELP: What is available to get more help?

What services, clubs, groups, or lessons can you access? Are there any services, clubs, groups, or lessons that would be helpful for your parents/carers, or other people who know you? Use these questions to make your goals SMART.

Be SPECIFIC - what is the goal (e.g. 'my dad is going to go to the 'Focus on Food: a sensory guide' course at Space4Autism to help him understand how small mealtime changes can make a big difference to how I feel')

Is it MEASURABLE - how will we track progress (e.g. 'my dad is going to tell me and my nan all about it; we can plan 3 things to try at home')

Is it ACHIEVABLE - check it's achievable (e.g. 'there is a place on the course that dad is able to go to')

Is it RELEVANT - check it's helpful (e.g. 'this course helps understand and improve health and wellbeing - understanding how food can help look after our mind as well as our body')

Make it TIME BOUND - give your goal a deadline (e.g. 'by the time we have our next meeting on ____ (date)')

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Be SPECIFIC - what is your FIND MORE HELP goal (e.g. 'my dad is going to go to the 'Focus on Food: a sensory guide' course at Space4Autism to help him understand how small mealtime changes can make a big difference to how I feel')



S = SPECIFIC

Say exactly what you want to do

Is it MEASURABLE - how will we track progress of your 'FIND MORE HELP' goal? E.g. 'my dad will talk to me and my gran about the course'.



M = MEASURABLE

You can check it's finished or changed

Is it ACHIEVABLE - check your FIND MORE HELP goal is can happen (e.g. 'there is a place on the course that dad is able to go to')



A = ACHIEVABLE

You can do it - actually make it happen

Is it RELEVANT - check your FIND MORE HELP goal is helpful (e.g. 'dad will learn about how to make mealtimes more enjoyable for me and that healthy food will look after my mind as well as my body be healthy')



R = RELEVANT

It matters to you - it's helpful or important

Make it TIME BOUND - give your FIND MORE HELP goal a deadline (e.g. 'Dad will have been on the course by the time we have our next meeting on ____ (date)')



T = TIME BOUND

You know when you want it done - it has a finish date

Sharing this report

70

Who should this plan be shared with? Tick as many that apply

Please agree in the meeting who to share this with and how this will be shared (please don't enter names into this form). *

- My GP
- Education setting staff
- Other services involved with the child/young person's family
- A health key professional
- Other parent/carer
- Other family member
- I **DO NOT** want this plan to be shared at all
- Other

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Is there anyone specific this plan SHOULD NOT be shared with? Please add below e.g. my dad (please don't enter names into this form).

Review

72

Will this plan be reviewed again? *

Yes

No

73

Date of planned review



PART FOUR: Please tell us what you think

We would like everyone using this tool to answer these quick questions all whilst you are still together in the meeting. This will help us understand how it felt to complete the tool.

74

The tool was easy to use

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Young person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/carer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

75

The tool helped us all to understand me (the young person) better.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Young person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/carer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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I can use the Knowing *ME* tool to talk to other people about what works for me (this young person)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Young person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/carer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think other children and young people could use the Knowing *ME* tool to help them.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Young person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/carer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you feel **BEFORE** the Knowing *ME* profiling tool meeting today?

	Very positive	Positive	Neutral	Negative	Very negative
Young person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/carer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you feel **AFTER** the Knowing *ME* profiling tool meeting today?

	Very positive	Positive	Neutral	Negative	Very negative
Young person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/carer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us why you chose your answers to the questions above:

Finally, **did you say everything you wanted to in the meeting?** To say more, please use the space below or more to the section below to find feedback surveys.

We want to hear more from you!

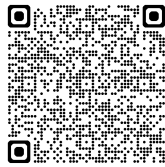


Your views will help improve support for neurodiverse children, young people and families in Cheshire and Merseyside.

There are lots of ways that you can get involved in the work that we're doing.

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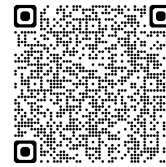
Options for you to get involved



- 1. **Tell us your views on using this form today.** Your views will help to make sure it works as well as possible. Complete the survey or add your comments in any of the boxes. You can choose what or how much you want to say.
<https://forms.office.com/e/6pktLXiFJq>



- 2. **Complete the survey that tells us more about you** - there are surveys for young people, parents and carers and people who work in Cheshire and Merseyside. The surveys give space for you to tell us more about your experience of living and working in Cheshire and Merseyside.



- 3. **Register to get involved with the brilliant study team!** Book a 15-20 minute interview with Isobel or Ruksana from the CANDDID study team. You can share your views on the tool, its use, and how it works with other pathway services. Please contact the CANDDID study team: cwp.ndprofilestudy@nhs.net

Please make sure you have a copy of this form.

For key professionals: remember to use 'Save my response' to save the form to your Microsoft Forms account. Then open the filled form and right click to find the print (Ctrl+P) button. Check the left hand margin says 'save as PDF' under printer and click save. Check where it is saving so that you can find it.

Please send it to the family securely and upload it onto your record keeping system. The data you share can't be edited but you can access it after it is submitted.

Please click 'submit' now that you have completed the form.

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