Decision-making profile

The decision-making profile and agreements help us understand how a child or young person makes decisions and what support they need to be at the centre of choices about their life.

The profile reveals their preferences for receiving information (verbal, visual, written), how they like choices presented, what helps them understand, and when they are best able to decide.

Once you have completed the profile, move on to the decision-making agreement.

How I like to get information	How to present choices to me	Ways you can help me understand	When is the best time for me to make decisions?	When is a bad time for me to make a decision?
Visually: pictures or objects. Verbally: speak slowly and clearly at my height. Make sure that you have my attention before making a request.	Visually via communication board. Supported with minimal words.	Allow time to process the information. Repeat the information if needed. Make sure that you use the same words each time.	Shortly after settling in at the setting. After food.	Before or straight after nap time. Before meals. When overstimulated. Just after a transition.

Decision-making agreements

The agreement identifies the important decisions in the child or young person's life and clarifies who must be involved and how.

Together, these tools show us what matters to the child or young person in terms of their autonomy, how they process information and what conditions help them to make informed choices.

Important decisions in my life	How I must be involved	Who makes the final decision?
Which school or setting I will attend next.	Attend taster days to: • explore the environment • interact with teachers and other children	Mam and Dad (with professional input).
What support I need in my education.	Use person-centred practice and observation to make sure my views are represented.	Local authority.