DIVERSE MINDS
LEARNING & LEISURE CIC

TEEN & YOUNG ADULT VERSION

All about me

My preferences, my boundaries and the support I choose.

The name I want people to use:

Use any pages that feel useful. Type, write, draw or use your usual communication method. You can ask someone to help without letting them choose your answers.

Choose what to share. You can change your answers.

MY INTERESTS

What matters to me

Interests, values and small everyday things all count. There is no need to turn every interest into an achievement.

Things I choose to spend time on

Music, gaming, friends, animals, making things, learning or something else.

Something I value about myself

A quality, skill, interest or way I treat other people.

Something I would like more space for

An interest, a relationship, rest or an opportunity to try something.

Activity: a snapshot of me

Choose three songs, photos, objects or words that say something about you. Note what each means, or share just one with someone you choose.

ACTIVITY | MAP A DAY

Where my energy goes

Map an ordinary day across home, study, work, travel, social time or caring. Include only the parts that apply to you.

Write, sketch or use arrows. There is no score.

Mark the demands and the breathing space

Mark what takes effort, what gives you a break and what depends on other people. Energy may change from day to day; you do not have to explain every change.

One demand I would like to change

What change or support would make a difference?

MY VOICE

Communication and boundaries

My preferences may vary with the situation. Check with me rather than assuming.

- **Talking**
- **Writing or typing**
- **Pictures or drawing**
- **Gestures or signing**
- **My communication aid**
- **Someone helping me explain**

How to approach a difficult conversation

For example: give me notice, let me write first or speak somewhere private.

A boundary I want others to respect

Touch, personal questions, space, messages or another boundary. How can I communicate it?

Practise one sentence: I can talk about this if ____. I need you to ____.

PERSONAL EXPLORATION

What affects how I feel

Which situations can leave me angry, anxious, overwhelmed or drained? Circle any that fit, add others or leave this for another day.

Noise or crowded places	Being rushed or interrupted
Plans changing unexpectedly	Unclear expectations
Deadlines or competing demands	Pressure to reply or join in
Conflict or feeling dismissed	Too little privacy or choice
Lights, smells or unwanted touch	Too many instructions at once
Hunger, poor sleep or pain	My own: _____

One pattern I want to explore

What was happening around me? When is a similar situation easier?

A need this might point to

More information, choice, recovery time, fewer demands, practical help or something else.

You can use an ordinary or imagined example. The aim is to understand what could change, not to blame yourself for a reaction.

MY PREFERENCES

Support and independence

Support can help me make my own choices. I can want independence and still need practical help.

Something I want to manage myself

What would I like others to let me try or decide?

Help I would welcome

For example: written steps, travel practice, reminders or someone at an appointment.

Support that does not work for me

What feels intrusive, unhelpful or difficult? What could happen instead?

How I prefer people to check in

When, where and how often? What should they ask first?

If you feel unsafe, contact someone you trust or a support service. You can ask someone to help you make contact.

A PAGE TO SHARE

What I want you to understand

Use this page on its own if you prefer. Decide who to share it with. Ask what they will record or pass on, and why.

Please remember this about me

Choose what matters most.

One change I would like help with

It can be small. What would make things easier?

What we have agreed

Who will do what, and when?

When we will check back

How will we find out whether it helped?

I want to share this with: _____

Please explain privacy and its limits before I share. Involve me in decisions about my information wherever possible.

FOR THE PERSON SUPPORTING THIS BOOKLET

Use what you learn

Follow their lead

Offer one page at a time. Accept drawing, communication aids, silence or leaving it for another day. Check your understanding and record their own words.

Agree a practical change

Choose a next step together and check whether it helped. Do not make help depend on completing a booklet. Explain when a request cannot be met and discuss another option.

Respect privacy

For adults aged 18 and over, do not assume parents or carers should see the booklet. Ask whom they want involved. Explain any professional confidentiality limits before they share.

Respond to concerns for safety

Listen calmly and explain what happens next. Follow the child protection or adult safeguarding procedure appropriate to the person and concern. Involve them wherever possible. Phone 999 for immediate danger.

Original prompts for conversation, not an assessment. SHANARRI informs the child and teen content. For young adults, use the prompts flexibly around their own priorities.

1. Scottish Government: wellbeing and SHANARRI

2. NSPCC: responding when a child reveals abuse

3. Scottish Government: adult support and protection

Sources checked 29 October 2026. Choose the version that suits the reader; neither version tests ability or maturity.