

Website sample

Practical staff guide

A preview of the updated Nexsteps resources

Selected pages from the current document follow.

This preview is not the complete workbook, plan or guide.

Original page numbers and references have been retained.

To discuss full access, organisation licensing or an agreed pilot,
use the enquiry form on the Nexsteps website.

Work at the young person's pace with appropriate support.

Follow your organisation's safeguarding and privacy arrangements.

Use current professional plans and local procedures where relevant.

Living Skills Practical Staff Guide

Clear instructions for running useful, respectful learning sessions.

21 chapter guides | 126 individual skills

Aligned to the completed independent living skills workbook, England edition 1.1.

PREPARE

Know the goal, the learner and the safety plan.

SHOW

Demonstrate one small step in plain language.

TRY

Let the young person try with the support they need.

NOTICE

Record what happened, not just what was filled in.

REVIEW

Agree the next practice and keep support proportionate.



FIND YOUR GUIDE

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START HERE

Run one small session

Suggested 20-30 minutes. Use one or two skills at a time; the chapter is not a single compulsory lesson.

1. Ask and agree | 3 minutes Ask what would be useful today. Explain the task and ask whether they want to take part. Agree a pause signal, communication support and the amount of help. Refusal is a choice to understand, not a behaviour score.
2. Check the setting | 2 minutes Read the relevant individual plan and risk arrangements. Gather materials and check access, privacy and staff competence. If a practical activity is unsafe or a service is unverified, use a fictional example or defer it.
3. Explain and show | 5 minutes Use the skill card on the next pages. Say what the task is for, demonstrate one step and give time to process. Ask the person to explain or show the next step in their own way; avoid relying on Do you understand?
4. Let them try | 10 minutes Start with the agreed support. Give one instruction at a time, wait, and only add help when needed. Interrupt danger immediately. Do not remove necessary support to create a test of independence.
5. Notice together | 3 minutes Describe what they actually did, where it happened and what help or equipment made it possible. Ask how it felt. A spoken answer shows knowledge; observed everyday practice provides different evidence.
6. Agree the next step | 2 minutes Choose another safe practice opportunity or a referral, with a named person and date. Keep the formal support or pathway plan as the decision-making record. Share the useful learning through the provider's normal process.

A useful opening

We can work on one small thing today. You can pause or choose another way. Would you like me to show you first or try it alongside you?