Transitions Workshop

Building Bridges from Adolescence to Adulthood

13th March 2013

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Regional Autism Spectrum Disorder (ASD) Action Plan 2008/09 issued June 2009 - extended to 2013:

‘seeks to improve health and social care services and promote better outcomes for people of all ages who are affected by Autism Spectrum Disorder’

Review directed Trusts to prioritise adolescents and young adults for service development – greatest gaps in provision
Six Steps of Autism Care: ‘Managing Transitions’

Key Principles:

- Planning for individuals should be needs led, not mechanistic.

- Participation in planning and having ‘voices heard’ is central.

- A focus on inclusion and participation to allow young people to feel valued members of the community, and to allow them to contribute to their community: development of self-worth and self-belief are critical.

- Flexibility in reflecting the varying needs, skills and resources of young people and families, allowing a balance in developing potential but also in understanding limitation.

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SHSCT Model:
Trans-Generational Autism Service

- Funding to implement Regional Action Plan 2009/10 - various posts - new Intervention Team

- Complements existing core health, autism, disability and CAMHS services involved with individuals with ASD

- Primary focus: intervention and support services for children, adolescents, young adults – up to 25 years

- Enhanced for adults by AMHS – additional Autism Development Officer – for those with dual diagnosis

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SHSCT Autism Service Structure

**ADIS (2-11 years)**

1.0 x Manager
6.2 x Diagnosticians/Therapists
3.0 x ASD Support Workers
1.0 x SLT
0.2 x Consultant Paediatrician

**ASIT (2-25yrs)**

1.0 x SSW/ Team Leader
2.0 x ASD Practitioner/SW
2.0 x ASD Support Workers
0.8 x Clinical Psychologist
1.5 x ASD OT

**CAWT:**

1.0 x Transition Co-ordinator
2.8 x Transition Support Worker

**ADULTS:**

1.0 x ASD Practitioner/SW
1.0 x ASD Support Worker
Main interfaces within Trust

- Autism Services
- Community Pediatrics x 3 localities
- Adult Mental Health Teams x Acute, Primary Care, Support & Recovery
- Children’s Disability Teams x 3
- Adult Learning Disability Teams x 3
- Child & Adolescent Mental Health Teams x 3
Transition for Young People with ASD & Learning Disability

- Services through Children’s Disability Teams - this continues
- Infrastructure of professional posts and continuum of services
- Transition Co-ordinators – 1 per locality (C/B, N/M, A/D)
- Become involved 14+yrs – more intensively last year of school
- Liaise with and complement SELB Transition Co-ordinators – involved with those without L D
- Person centred plan completed for every school leaver with L D – identifies needs and multi –disciplinary/agency plan
- Transition Co-ordinators continue to support transition to Adult L D Team and services
Referral received

Screened by Team Leader

Issues re school – liaise with SELB AAIS

Agree way forward – single or joint approach

Discussed at MD Referral meeting

Allocated for assessment of needs

Individual and group intervention

uni or md work within team / with AAIS

Referral to CAWT Transition Service

Transition for Other Young People with ASD – SHSCT and SELB

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Service Model:
supports
partnership
SHSCT & SELB

LEVEL 3
Individual/
families
needing
intensive
support
MDT input; specialist interventions

LEVEL 2
Targeted training /Specific
Intervention/Consultation
Trust teams / professionals
Other agencies - help make services accessible/appropriate
Children/young people/adults with ASD

LEVEL 1
Information & Training Programme
Parents / families/carers
Children / young people / adults with ASD
Trust teams and professionals
Other agencies
Transition Planning in Education

- Statutory Context
- Transition Officers 14+
- Good Practice examples from Learning Support Centres
- Further Education liaison: Student Disability Officer
- Higher Education liaison: Student Disability Officer
- Joint Health/Education Training Programme for young people and their families
- Panel for joint working with young people with complex needs
- Young adults with ASD and high level care needs

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Training / building capacity in individuals + families:

- 5 programmes x 5 sessions ASD Awareness and Skills Building for families /others (ADIS, ASIT, SELB AAIS)

- Social Skills: 5 sessions with year 6 children; and with parents (joint ADIS and SELB AAIS)

- Life Skills programme: 5 sessions with Year 10 boys (joint ADIS and SELB AAIS)

- Autism & Self Awareness: 5 sessions for adults with ASD x 12 places (ASIT)
Training / building capacity in professionals and others:

- Behaviour management/ sensory processing to range of teams/agencies:
  - Foyer Project Lurgan; Floating Support (supported living services)
  - 16 Plus team
  - Paediatric OTs
  - Paediatricians
  - Carers’ Matters
  - Multi-agency Accommodations Group (H. Executive, 16 plus, Social Security staff)

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Training/building capacity in professionals & others /contd:

- Autism awareness to range of professionals/ teams/agencies:
  - Home Start staff – 25 places x 2 p.a.
  - Early Years staff – 30 places x 3p.a.
  - Patient Client Council
  - Foyer and Edward Street Hostel Services (homeless)
  - Southern Regional College
  - East Coast Adventures
  - Juvenile Justice

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Training/Building Capacity: Recent Developments

- **Training Working Group:**
  - revised training programme:
    - now 3 core sessions every 8 weeks, morning/evening, across 3 legacy areas
    - 3 new workshops – sleep, eating, toileting - 4 x p.a.

- new training programme for adolescents and parents
  - 1st programme April 2013

- information/training programme for adults – piloted, evaluated and being revised

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Training / Building Capacity /contd

- Developed SHSCT Training Strategy 2013/14:
  - training plan for parents / carers / others (previous slide)
  - training plan for professionals / other teams / other agencies
  - live resource - allows for additions in response to need / requests
  - now available on Trust website, ASK Newsletter

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Transitions in SHSCT
‘Print Room’ Armagh

- Partnership SHSCT, CAWT, Appleby Trust - Print Design and Stationery Business – real business; developing skills and work-readiness

- 2011/12: 6x young people two day placement
  6x young people one day placement

- 2013: funding has been secured from DEL - from April will be 5 day service

- Increasing range of experience – producing ASK Newsletter, developing and maintaining new website
Pathway to Leadership

• Partnership SHSCT, CAWT, 1825 Project

• Community educational programme
  - Wider key skills
  - Volunteer award
  - Essential skills
  - Community participation
  - Employability

• 6x young people participated

• Some now mentoring other young people with ASD

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Accommodation Support

- 2011: 2 x young people independent living
  3 x young people supported living

- 2012: 4 x young people independent living

- Working in partnership with Housing Executive, Floating Support/Supporting People

- Individualised intensive support in response to need

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Group Interventions...

• **RAP** (Raising Aspirations Programme): personal development /health improvement: 2 groups (male, female) x 8 places x 6 sessions for 16+ years (ASIT, PWB, FPA)

• **STAG** (Sexual Training and Awareness) 8 places x 5 sessions  12-16 year olds (ASIT)

• **Siblings Group:** 8 places x 6 sessions for 8 to 12 year olds (ASIT)

• **Chilli Beanz** (emotional regulation): 3 localities, 6 places x 5 sessions (ASIT) 11-16 year olds
Group Interventions / contd...

- **SNAG (Starting New at Golf):** 6 young people introduced to golf and supported to attend local golf clubs (CAWT, local golf clubs)

- **Social Group for Adults with ASD:** Monthly social activities supported and facilitated by staff (CAWT, ASIT, ASD Development Officer AMHS)

- **Friendships support:** links made between young people with common interest e.g. Japanese Anime, photography

- **Transition training:** 13 young people – intensive training and individual support across a range of settings: college, work placements etc (CAWT)

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Group Interventions / contd

Summer activities 2012:

- 24 places x 8-12 year olds in Stage School Newry; summer scheme in Navan centre Armagh: 24 places
- 36 (12 x 3 localities) places for 13 to 17 year olds in East Coast Adventures Warrenpoint
- 36 (12 x 3 localities) places for adults in photography / editorial art projects

- Young Women’s Group:
  5 sessions x 8 girls – fun activities but incorporating anxiety management work and community awareness/skills – has led to other group activities

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Key Themes in Transition Work

- Partnership working pays! SELB, local Councils, local community organisations
  - expands potential number and range of services
  - increases organisations’ capacity and confidence to include young people with ASD
  - builds knowledge and tolerance in peers – ultimately in society
  - improves quality of experience for young person – more willing to try other opportunities
  - improves overall wellbeing of young person and family
Key Themes in Transition Work

- Investment of 1:1 time **essential** - build rapport and relationship with young person with ASD
- Provides cornerstone for inclusion in group interventions
- Design services to complement each other, provide opportunities for same groups to get together – Friendships will flourish – **critical** element in life of adolescents – self esteem and self worth increase
- Many young people understand little about ASD and how it affects them – needs addressed to help them build own strategies for managing difficulties such as anxiety

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Thank you for listening