

Supporting people with a learning disability and/ or autistic people

Worked examples to support learning and development

What are these worked examples?

These worked examples are based on real life scenarios of people with learning disabilities and/ or autistic people, who display or are at risk of displaying behaviours which challenge. Each worked example explains what workforce that individual needs, what skills and knowledge they need, and how much this training would cost. They can help adult social care commissioners and employers to plan support and provide the right learning and development.

Find out more and download other worked examples at www.skillsforcare.org.uk/workedexamples.

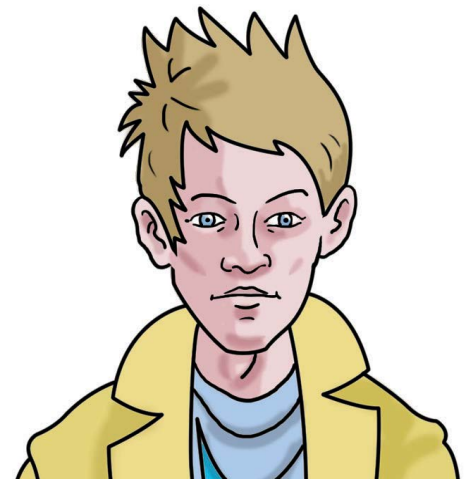


Meet Joe

Joe is 12 years old and has a diagnosis of autism and sensory issues.

He is active in the community and likes being outside – some of his favourite activities are swimming and walking. He also loves bird watching, watching videos and reading books about birds. He can become upset if people try to stop him talking and thinking about birds when he is not expecting it.

Joe is on a school placement however this is far away from his home town and family – this is difficult for his family as they are very supportive. There is a high turnover of staff at the school and due to capacity of the staff, Joe does not get outside as much as he likes.



Joe gets anxious when he is taken away from home and gets agitated when people interrupt what he is doing. He sometimes makes comments that offend people and can become very excited and loud. When he displays these behaviours he is often physically restrained or secluded which he does not like. As Joe is growing bigger this is becoming more of a challenge.

He finds it difficult to communicate with some people and struggles to understand what they are saying unless it is about birds or bus timetables.

He has little or no sense of danger, and displays a range of behaviours which are of concern as they could hurt Joe or others – such as running into traffic and eating non-food items.

He does not often go to the doctors but he is on regular psychotic and 'as needed' sedative medication – however these are rarely reviewed.

Joe needs 2:1 support but prefers 1:1 interaction. He needs an environment that suits his needs with minimal furnishings.

What are the key challenges that Joe faces?

Joe's school placement is in danger of breaking down due to his behaviour. The staff are worried about how to support him as he grows bigger and stronger.

This is not helped by the long distance between him and his family, and the medication he is on.

There is no plan in place for when Joe transitions to adult services and there are ongoing debates about whether the local authority or health services should fund his placement.

Background to Joe's life



When he was younger Joe had trouble sleeping and was always very tired. He was appointed a learning disability nurse, however when she left the vacancy wasn't filled.

When he was two years old his sister was born and he developed self-harming behaviours. He started seeing a paediatrician and attended a special needs nursery three mornings a week.

He later moved to a special needs school with 1:1 support but he struggled to cope and contain his behaviour at school. He was later diagnosed with autism.

His social worker referred him to the local Child and adolescent mental health services (CAMHS) team for behavioural support, but they declined it because he has a learning disability.

Around the same time, there were significant changes to his family life – his parents' marriage broke down and another family member got a serious illness. As a result, he moved to live with his mum.

When he was seven, local services said they could not meet Joe's needs and there were no other respite options available. His school threatened to exclude him and his family struggled to cope. The GP and psychiatrist prescribed medication to try and help.

Later, Joe was excluded from school and it was six months before they found another school. This was a 52 week a year residential school, but it is 250 miles away from home.

For the first few years Joe and his family were fairly settled – however his family have concerns about his medication and the use of restrictive practices.

What could Joe's future look like with the right support?

With the right care and support Joe can have a positive future. Here is how this could be achieved.

- Joe has a day to day care team who have similar interests so they can talk about the things he likes. They also use books, TV and the internet to share Joe's interests in birds. This will reduce the frequency and intensity of his behaviours which challenge.
- He is supported by an educational psychologist, a learning disability nurse, speech and language therapist and dance psychotherapist.
- CAMHS or another service do an assessment and offer Joe and his family support with their mental health needs.
- Joe's support team take a positive behavioural support (PBS) approach to understand his behaviour and develop a support plan. This plan considers how they can reduce any risks and ensures that restrictive practices are personalised and only used when necessary. He has a Deprivation of Liberty safeguard in place which is regularly reviewed. As a result, the frequency and intensity of his behaviours which challenge reduces.
- Joe spends some of the school holidays with his family, and they are offered financial support to stay over near his school. The school use Skype to ensure he stays in touch with his family.
- In the long term, Joe's supported to transition back home where he can access individualised care and support. Joe and his family are involved in this planning so that he is can move into adulthood with the right support in place.

Here is how Joe can have a positive future as an adult.

- Joe leaves school at 17 and is supported to go to an agricultural college. He stays in halls of residence and accesses one to one support throughout the day and night. He is also supported to do voluntary work with birds to support his interests.
- His team reviews his care plan regularly to ensure it is personalised and meets his changing aspirations into adulthood.
- He maintains close contact with his family throughout adulthood and has a network of close friends.
- His grandparents work with a housing association to support Joe to live in their small bungalow through shared ownership, and they move into extra care housing. The bungalow is detached, close to the local town and has easy access to the local countryside with woodland walks. His team support him with household tasks such as cooking and cleaning.

- Joe gets a house mate called Adam who studies ecology at University. Adam pays low rent and in exchange, he uses his car to support Joe to go out more. Joe also gets to know Adam's university friends and starts going to, and presenting at, the bird watching club.
 - He plans his week out so he has an activity every day and knows what is coming. He volunteers at a local nature reserve, which broadens his knowledge and interest of nature. He gets a pet dog and they go for long distance walks every day. He starts talking to other dog walkers which increases his confidence.
-

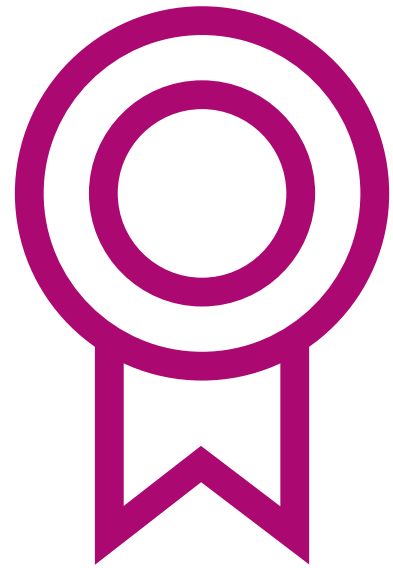
What workforce does Joe need to ensure he accesses the right care and support?

	What staff does Joe have now (aged 12)?	What staff does Joe need to support a positive future?	What staff does Joe need to transition into adulthood (age 12-20)?	What staff does Joe need in the longer term?
Regular staff	<ul style="list-style-type: none"> Staff at school 	<ul style="list-style-type: none"> Family and close friends School staff PBS consultant Community learning disability team (CLDT); speech and language therapist, occupational therapist, psychiatrist, behavioural advisor, home support advisor and social worker Advocacy service GP Child and adolescent mental health services (CAMHS) Local care provider 	<ul style="list-style-type: none"> Family and close friends Care workers at school Teaching staff at school and college Local CLDT 	<ul style="list-style-type: none"> A team of care workers Supervisor or care manager Staff at the bird sanctuary (if he volunteers) Neighbours and wider community
Occasional staff	<ul style="list-style-type: none"> Family and close friends Doctor 	<ul style="list-style-type: none"> Mental Capacity Act or best interest assessor Psychotherapist Talking therapist for Joe's family Commissioners 	<ul style="list-style-type: none"> GP Trustees Housing services Housing association Financial advisor 	<ul style="list-style-type: none"> GP Dentist CLDT Adult education team Counsellor or therapist Mental Capacity Act or best interest assessor

What skills and knowledge does this workforce need?

Joe's workforce need to have the right skills and knowledge to provide high quality care and support. We think these are the key things that his workforce need to know or have skills around:

- person-centred care planning
- understanding your caring role
- behaviours which challenge
- PBS level A*
- PBS level B*
- loss and grief
- understanding autism
- practical life skills
- mental health
- active support
- resilience and coping mechanisms.



The table on the next page explains what skills and knowledge each worker needs. The boxes with a 'x' in suggest what that worker needs to know. The boxes which say 'some' indicates that some workers in this group would need this knowledge but not necessarily all of them.

Values



Everyone working in adult social care should have the right values. Values are the things that we believe to be important, and they influence how people behave in different situations. Recruiting people with the right values can help employers find people who know what it means to deliver high quality, person-centred care and support.

Our '[Example values and behaviours framework](#)' describes some of the values that are central to providing high quality care and support.

*PBS levels A, B and C refer to the competency levels in the PBS Academy Competence Framework. The framework outlines the things that you need to know and do when delivering best practice PBS. It explains the competencies at three different levels: 1. direct contact (PBS level A), 2. behaviour specialist, supervisory or managerial (PBS level B) and 3. higher level behaviour specialist, organisational, consultant (PBS level C).

	Person-centred care planning	Understanding your caring role	Understanding behaviours which challenge	PBS level A	PBS level B	Loss and grief	Understanding autism	Practical life skills	Mental health	Active support	Resilience and coping mechanisms	Specialist skills and knowledge
Joe	X	X	X			X	X	X	X	X	X	Any learning needs to be reasonably adapted to Joe's level of understanding
Mum, dad and grandparents	X	X	X	X	X	X	X		X	X	X	
Joe's sister	X		X			X	X		X	X	X	
School staff	X			X		X	X	X	X	X	X	Using Skype
CLDT	X		X	X	X	X	X		X			Speech and language therapy
Social worker	X			X		X	X		X	X		Care Act
Advocate	X		X			X	X		X			
GP			X			X	X		X			
Support workers at Joe's home and college	X		X	X	X	X	X	X	X	X	X	Care Certificate
Neighbours							X		X			
Housing service							X		X			
Financial advisor	X		X				X		X			
MCA/ best interest assessor	X		X				X		X			

What is the best way for these skills and knowledge to be developed?

The local authority would arrange for a social worker and person-centred planning facilitator to develop a care plan with Joe and his family. It sets out what Joe needs for his short term and longer term future, including who will be involved and what training they need. This takes two full days together then three half days.

The local education authority find a school that is more local and arrange training for the staff (some of whom will also support Joe at home and to have breaks away from his family) in active support and understanding behaviours which challenge.

The psychologist from the local CLDT does level C PBS training, and then delivers level A and B PBS training to Joe's family, his school and home support staff.

The local authority arranges training several times a year for people in other support roles including advocate, housing advisor, financial advisor and MCA assessor. This training covers person-centred planning, understanding behaviours which challenge, the principles of PBS, and understanding autism. Joe's mum also delivers a session on working with families and is paid for her time.

Joe's day to day support is provided by a specialised support provider - their contract includes the specification and funding needed for the staff training listed above and for the ongoing development, supervision and mentoring to keep it sustainable. The staff receive a thorough induction in which the Care Certificate outcomes are personalised to Joe - they also cover:

- loss and grief
- understanding autism
- practical life skills
- mental health awareness
- active support
- resilience and coping mechanisms.

This is updated as new people join the team.

When Joe starts college and volunteering at the nature reserve, the people there become part of his circle of support and do training to help them.

How much would this training cost over a five year period?

This table estimates how much it would cost to deliver this training. It is based on the training listed on the previous page and the costs are estimated for a five year period. We recommend that a lot of the training can be delivered together, with people from different roles.

We have NOT included the basic professional training that roles like GP, occupational therapist and social worker do.

We HAVE included basic training that Joe's day to day support team need since they would be selected to support him specifically.

	Days of training	Number of people	Cost each day of paid staff	Direct cost of training	Total cost	Cost of updating annually	% of their time spent supporting Joe	Cost related to Joe over five years	Cost related to Joe over one year	Notes
Joe	6	1	£0	£0	£0	£200	100%	£200	£0	Direct costs included with support workers.
Mum, dad and grandparents	9	4	£0	£0	£0	£250	100%	£1250	£0	Direct costs included with support workers.
Joe's sister	4	1	£0	£0	£0	£50	100%	£50	£0	Direct costs included with support workers.
School staff	9	15	£200	£5000	£32000	£700	20%	£6540	£6400	The number of staff are those specifically trained to meet Joe's needs.
Community learning disability team	10.5	7	£213	£5250	£20869	£1000	4%	£875	£835	Direct costs included with support workers.
Social worker	10.5	1.6	£208	£0	£3500	£200	5%	£185	£175	Direct costs included with support workers.
Advocate	8	1.6	£113	£0	£1440	£200	10%	£164	£144	Direct costs included with support workers.
GP	2	1.4	£250	£500	£1200	£75	0.05%*	£1	£1	*2182 is average number of patients a GP has
Support workers	8	12	£120	£5000	£16520	£1000	100%	£17520	£16520	
Neighbours	1	3	£0	£0	£0	£0	0.02%	£0	£0	Direct costs included with support workers.
Housing services	1	2	£200	£0	£400	£50	0.1%	£0	£0	Direct costs included with support workers.

Financial advisor	2.5	3	£200	£0	£1500	£50	0.25%	£4	£4	Direct costs included with support workers.
MCA/ best interests assessor	2.5	1.3	£204	£0	£664	£50	0.4%	£3	£3	Direct costs included with support workers.
PBS consultant	54	1.3	£225	£8000	£23795	£250	1.5%	£361	£357	The initial PBS level C training will equip the consultant for more than 5 years.
Staff at bird sanctuary	2.5	7	£120	£0	£2100	£50	0.25%	£5	£5	Direct costs included with support workers.
Psychotherapist	1.8	1.3	£225	£250	£777	£25	2%	£16	£16	Direct costs included with support workers.
Adult education/ college staff	4	5	£135	£0	£2700	£200	15%	£435	£405	Direct costs included with support workers.
Joe's lodger	4	1.2	£50	£0	£240	£50	20%	£58	£48	Direct costs included with support workers.
Total costs related to Joe								£27667	£24912	
Average per year related to Joe								£5533		

What could Joe's future look like without this care and support?

Without the right care and support, these are the negative kinds of things that Joe might experience.

- There is no local support from community services so Joe remains at the school 250 miles away - this means his family can not visit him as much and he risks losing contact with them. It might also mean he grows up with a small or non-existent friendship network.
 - Joe is adversely affected by the behaviour displayed by other pupils. This could lead to him experiencing more restrictions such as seclusion or isolation, which become more dangerous as he grows stronger, and increased use of medication.
 - If there is no plan to support Joe when he leaves school, he could become involved with the police or spend time in hospital if he does not find suitable accommodation.
 - Joe gains weight as a result of lack of exercise and anti-psychotic medication; this could lead to serious illnesses such as liver disease, chronic constipation and shortness of breath.
-

Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP

T: **0113 245 1716**
E: **info@skillsforcare.org.uk**

skillsforcare.org.uk



twitter.com/skillsforcare

facebook.com/skillsforcare

linkedin.com/company/skills-for-care