

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 Dean

Dean is 15 years old. He has cerebral palsy (which gives him an unusual gait), epilepsy and a mild learning disability.

He lives at home with his mum following his parent's separation two years ago, and has regular contact with his dad. He goes to a special needs school which is quite far from home which makes it difficult to socialise with his friends outside of school. He has recently started 'hanging around' with 'friends' from his home town, but his mum and dad are not sure how he met them and are worried he is getting in with the 'wrong crowd'.

He seems to have gadgets and things which he should not be able to afford with the pocket money they give him, and has been brought home by the police twice for being drunk in public. His parents are worried he is going to end up with a criminal record and his mum often also voices that 'people will think we are bad parents.'

They are concerned that he might be using drugs, although they have no definite evidence of this. He has more recently been 'forgetting' some of his epilepsy medication and when asked he said 'it does not work anyway'.

His mum says she can not keep him in as he is too big now to physically keep hold of, and she is scared to discipline him because he gets angry.

Dean loves technology and wants to work with it in the future. He is very active on social media but does not always see the inappropriateness of his actions. There was a recent issue when he sent messages via Facebook to two, seven year old girls. He is very likeable but is vulnerable around giving personal information out to others.

He wants to have a 'normal' life like everyone else but is unsure around what this means. He gets very angry when he feels he is being labelled as 'disabled' or having a 'learning disability' because he worries about how that makes him look to other people. He is desperate to fit in and wants his own place to live in the future and talks about wanting a girlfriend.

What are the key challenges that Dean faces?

Currently Dean does not get any support from learning disability and autism services. He is at risk of becoming 'off the radar' of support as he becomes an adult - he may either not meet eligibility criteria for social care, or actively reject it because he does not want to be perceived as 'disabled.' He has already refused aids and adaptations to do with his cerebral palsy because he is worried they make him stand out more.

There is no clear plan for his future and his mum is struggling to support him at home. There is a risk that he could physically injure himself or his mother as a result of her attempts to 'stop him' going out. If this living arrangement breaks down, he could end up homeless.

There is a risk that he puts himself in danger through his drinking and possible drug use, or that he ends up involved with the criminal justice system. He could end up serving a sentence in hospital rather than prison due to his learning disability or mental health at the time.

He could be a victim of 'mate crime' as the peer group he is associating with are all at least 25 years old. He aspires to be like some of them and talks about their flashy cars, jewellery and money, and regularly talks about how some of them have previously been in prison.

Background to Dean's life



Dean was born in Benwell in Newcastle, which is a deprived area with high unemployment, poverty and poor housing. At age one he was diagnosed with cerebral palsy. He started nursery and coped reasonably well, although sometimes would become frustrated and upset when his disability prevented him from doing what the other children did.

At five, he started at a local 'mainstream' school. He struggled to fit in and was often bullied by other children for being 'different.' He struggled to keep up with the lessons and missed some time at school due to illness and hospital appointments.

When he was seven, he had a seizure at school and was diagnosed with epilepsy and prescribed medication. He continued at school for a while before moving to a special needs school at age 11.

The following year, Dean's mum and dad divorced which impacted the family environment. Dean was struggling at school and at 13 he was diagnosed with a learning disability. He was very angry and his behaviour at school deteriorated. He now only attends sporadically and his mum says she 'can not make him go'. This means he has plenty of time to spend with his new 'friends.'

His dad struggles to know what to do to help. When he sees Dean they want to do things they enjoy like having a kick about or watching a film or going out to eat, but his parents are aware that this is not helping his mum set boundaries and expectations.

He is currently in transition to adult services but does not have any professional support.

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

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

- Dean has a care plan and positive behaviour support (PBS) plan, which involves his mum and dad.
 - The diversion and liaison team allocate an individual support worker to spend time with Dean each week and mentor him.
 - His mum gets additional support to ensure Dean continues to live at home. This is done in partnership with the school and at 18, he is supported to attend a local college to study IT. He receives support to do this via a personal budget to employ his own personal assistant (PA).
 - He develops friends of his own age with common interests.
 - Dean is supported to take more responsibility for his own health and be more aware of the potential risks of alcohol and drugs on his current health conditions.
 - At 20, Dean moves into his own flat with support. He learns new skills and gets help with money management and independent living skills.
 - He joins a local self-advocacy group and starts to do some paid work as an 'expert by experience,' including delivering some training for the police and probation service on how to support someone with a learning disability.
 - He continues to develop his IT skills and starts working part time in the IT team at a local college. He continues his 'expert by experience' work and later starts lecturing at a local university on health and social care courses.
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What workforce does Dean need?

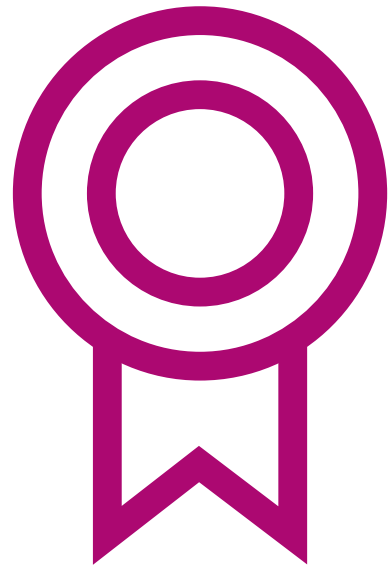
To have a positive future, Dean needs the right workforce in place. Here are some suggestions.

- Dean's mum and dad
 - Social worker
 - Care team including personal budget support and PA
 - Staff at the school and college
 - Occupational therapist or physiotherapist
 - Local community learning disability team – including transition team
 - GP
 - PBS team - with a main consultant for Dean
 - Community or district nurse
 - Therapist
 - Diversion and liaison services
 - Community police
 - Epilepsy team
 - Dean's employers (later in life)
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What skills and knowledge does this workforce need?

Dean'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 planning
- understanding behaviours which challenge
- PBS level A*
- PBS level B*
- legal frameworks such as Mental Capacity Act and Mental Health Act
- safeguarding
- active support
- supporting people with a history of alcohol and drug misuse
- resilience and coping mechanisms
- epilepsy awareness
- learning disability awareness.



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.



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	Understanding behaviours which challenge	PBS level A	PBS level B	Legal frameworks	Safeguarding	Active support	Supporting people with a background of alcohol and substance misuse	Resilience	Epilepsy awareness	Learning disability awareness	Specialised skills and knowledge
Dean	X	X	X	X	X	X	X	X	X	X	X	
Dean's mum and dad	X	X	X	X	X	X	X	X	X	X	X	
Social worker	X	X			X	X				X	X	Care Act and Children Act Understanding transition
Care team – including personal budget support and PA	X	X	X	X	X	X	X	X	X	X	X	Knowledge of local activities and facilities
Staff at the school and college			X	X		X		X	X	X	X	Reasonable adjustments
Occupational therapist or physiotherapist						X				X	X	
Local community learning disability team – including transition team	X	X	X			X		X	X	X	X	
GP						X		X		X	X	
PBS team				X				X		X		Consultant at level C and practice leader at level B

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 Dean'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 work	Direct cost of training	Total cost	Cost of updating annually	% of their time spent supporting Dean	Cost related to Dean over five years	Cost related to Dean over one year	Notes
Dean	10	1	£0	£150	£150	£75	100%	£225	£150	
Dean's mum and dad	10	2	£0	£150	£150	£75	100%	£525	£150	
Social worker	5	2.5	£208	£0	£2604	£0	0.2%	£5	£5	Direct cost of training included with school staff.
Care team – including personal budget support and PA	8	16	£104	£0	£13333	£750	85%	£11971	£11333	No direct costs until Dean leaves school.
Staff at the school and college	5	6	£104	£1000	£4125	£500	20%	£925	£825	For staff who work directly with Dean.
Occupational therapist or physiotherapist	1.5	1.5	£208	£0	£469	£0	0.2%	£1	£1	Direct cost of training included with school staff.
Local community learning disability team – including transition team	5	4	£208	£0	£4167	£200	0.2%	£9	£8	Direct cost of training included with school staff.
GP		1.4	£250	£500	£500	£75	0.04%	£0	£0	Direct cost of training included with school staff.

PBS team	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.
Community or district nurse	5	2.5	£208	£0	£2604	£75	0.2%	£5	£5	Direct cost of training included with school staff.
Therapist	3	1.5	£208	£0	£938	£75	0.2%	£2	£2	Direct cost of training included with school staff.
Diversion and liaison services	3	1	£208	£0	£625	£75	0.2%	£1	£1	Direct cost of training included with school staff.
Community police	1	1	£208	£0	£208	£75	0.2%	£1	£0	Direct cost of training included with school staff.
Epilepsy team	1	1	£208	£0	£208	£75	0.2%	£1	£0	Direct cost of training included with school staff.
Dean's employers (later in life)	1	1	£208	£0	£625	£75	0.2%	£1	£1	Direct cost of training included with school staff.
Total costs related to Dean								£14115	£12918	
Average per year related to Dean								£2823		

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

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

- Dean continues to spend increasing amounts of time with his 'friends' and begins to regularly use drugs and alcohol. His epilepsy and physical health deteriorates.
 - He shares financial details with these friends who take out loans and credit in his name. They persuade Dean to start selling drugs for them if he wants to continue to be their friend, which results in him getting into further trouble with the police.
 - Dean's mum feels increasingly unable to cope and believes it is no longer safe for him to be supported at home. At the age of 17 he moves into a squat with some of these friends and then ends up homeless.
 - Following an assault on another resident in the hostel, which occurred when Dean was threatening to kill himself with a knife, he is sectioned and detained in a local hospital.
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