

## 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](http://www.skillsforcare.org.uk/workedexamples).



#### Meet Ellie

Ellie is 21 years old and has been in an assessment and treatment unit, that is away from her family, for the past three years.

She has been diagnosed with Asperger's and finds it challenging to manage her own behaviours. She has had an IQ test and it is over 70 so she has been told she does not have a learning disability.

When Ellie was 11 years old she was subject to sexual abuse by her paternal uncle. Following 'nights out' with her dad, he would stay over at the house and come to her bedroom at night. After a while he began to invite her to stay with him and his wife at weekends, which Ellie felt unable to refuse. The abuse became more frequent and violent during this time.

Ellie developed anxiety and stopped attending secondary school. Over the next few years she went out drinking with 'friends', many of whom were older than she was, and she had sex with different men most nights. Her parents worked long hours and 'turned a blind eye' to her not attending school.

When Ellie was 17 her uncle died suddenly and, when he was no longer there to threaten her, Ellie disclosed the abuse to her mum and dad. They did not believe her and accused her of lying, and Ellie started using alcohol and drugs to cope. Her self-esteem was low and she continued to seek love and affection by offering sex.

She was banned from the local pub for engaging in sexual activity in the toilets with the door open and for exposing her breasts in the bar. Local men exploited her vulnerability and would encourage her to expose herself in public.

When she was 18, Ellie got into an argument with her parents and auntie about the abuse. They accused her of lying for attention and she stabbed her auntie with a table knife. The police were called and she was sectioned under the Mental Health Act.

Ellie finds it difficult to communicate, particularly understanding receptive language and does not understand the norms and behaviours of others in relation to her as an individual.

She struggles to develop and maintain personal relationships and is vulnerable because of the choices and decisions she makes. Her friend Cheryl, who went to nursery with her, often stayed at Ellie's house with her baby Tyrone - since Ellie has been in hospital Cheryl's moved into her room at home.

Ellie has a YouTube channel where she vlogs about fashion and beauty. At the moment she is not allowed to upload any new vlogs. She loves to watch soaps and reality shows and her favourites are Eastenders, Jeremy Kyle, and Keeping up with the Kardashians.

She is always on a 'diet' and finds it difficult to eat in front of people - something which she would like to overcome. She frequently orders clothes online but does not wear them because she 'feels fat' - even though her BMI (body mass index) indicates she is slightly underweight.

Ellie hopes for a life like many other 21 year olds. She would like to have somewhere nice to live, a boyfriend, children, money to be able to do things and friends.

## What are the key challenges that Ellie faces?

Ellie is frustrated at being 'locked up' and often gets angry where she kicks furniture, scratches her arms, shouts, swears and makes verbal threats of violence against staff. She asks many times each day when she can be discharged. However in confidential conversations she says that she worries that when she is discharged she 'might get dragged into things.'

She does not have access to the internet so cannot use Instagram or Youtube, which were previously a big part of her life and a means of expression and connection with the world. She is not allowed to use them until she meets a set of expectations which have been written in her care plan. This includes being 'settled' for 24 hours - Ellie is often settled for most of a day, but rarely for 24 hours.

Currently Ellie goes out in the community with one member of staff, subject to her meeting behavioural expectations. However when staff are not available this is cancelled and her behaviour starts to escalate.

Ellie's capacity to make decisions about where she wants to live has not been assessed. The staff worry about whether she would be able to sustain a safe life, free of substance misuse, if she moved into the community.

---

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

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

- Ellie moves from the assessment and treatment unit into shared supported living near her family, with 15 other females of the same age.
- Her social worker and unit staff agree a funding package with the CCG to recruit five support workers, and Ellie is involved in the recruitment process. The staff access bespoke training around Ellie's needs and she makes videos about her life and ambitions. Staff use these in their induction.
- Everyone in Ellie's life (including herself) does training together, which is designed and delivered by other autistic women.
- Her support team work with Ellie and her social worker to set and monitor clear expectations and boundaries for her behaviour, in a way that she understands and (somewhat reluctantly) agrees to. Her support staff understand her issues and know how to respond in a positive way.
- Ellie is supported to do more things she is interested in, including managing her personal relationships and family contact, running a vlog, day to day domestic and personal care, eating well, budgeting and sexual health.
- Ellie's support team help her participate in counselling to deal with unresolved issues from her past and support her to use coping strategies. They reassure her when she's scared or she makes a mistake – and they feel confident to seek advice themselves. She also joins a local peer support service where she can meet other people.
- She is supported to enrol at college and her support team help the college make reasonable adjustments so that Ellie is successful.
- She meets someone at college who understands her relationship difficulties and who becomes her boyfriend. She is supported to understand relationships and feels confident in negotiating this relationship so that she is not taken advantage of. Eventually she is able to move from the supported living into a flat with her new partner.



---

## What workforce does Ellie need?

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

<b>Workforce</b>	<b>Level of support</b>
Support team at the supported living scheme (support workers and managers)	Long term support
Ellie's family and friends	Lifelong but varying according to their own lives
Independent mental capacity advocate	As needed for crucial decisions
Social worker who also acts as a care coordinator	This could be a short term input for the next few months to support person-centered planning and then reduce this to regular monitoring
GP	Ongoing support and monitoring
Positive behavioural support (PBS) consultant who is employed by the support provider	This could be a short term input for the next six months, then reducing to occasional monitoring
Counsellor or therapist	Ongoing support
Community nurse	Initial support and possibly occasionally in the future
Hospital teams	During hospital admission
Support group facilitator	Long term support
Local community, for example staff in local shops and pubs	Ongoing weekly support
Tutors and staff at the college	For 2–4 years

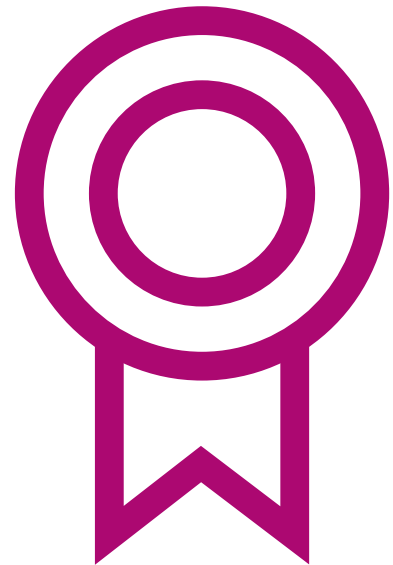
---

---

## What skills and knowledge does this workforce need?

Ellie'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 her workforce need to know or have skills around:

- person-centred care planning
- understanding behaviours which challenge
- PBS level A\*
- autism awareness
- supporting people with addictions and eating disorders
- safeguarding and managing risk
- working with people who have been sexually abused
- resilience
- Mental Capacity Act.



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.

All training should be delivered in the context of Ellie's needs, interests and preferences.

---



### 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	Behaviours which challenge	PBS level A	Autism awareness	Supporting people with addictions	Safeguarding and managing risk	Working with people who have been sexually abused	Resilience	Mental Capacity Act	Specialist skills and knowledge
<b>Ellie</b>	X	X		X			X	X	X	Sexual health
<b>Support workers</b>	X	X	X	X	X	X	X	X	X	
<b>Manager at supported living</b>				X	X	X	X	X	X	PBS level B
<b>Family and friends</b>	X	X	X	X	X	X	X	X	X	
<b>Independent mental capacity advocate</b>		X		X	X	X			X	
<b>Social worker</b>	X	X		X	X	X	X		X	Healthy living
<b>GP</b>		X		X	X	X				
<b>PBS consultant</b>		X		X	X	X	X			
<b>Counsellor or therapist</b>		X		X	X	X	X	X		
<b>Support group facilitator</b>		X		X	X			X		

---

## 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 Ellie's day to day support team need since they would be selected to support her 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 Ellie	Cost related to Ellie over five years	Cost related to Ellie over one year	Notes
<b>Ellie</b>	10	1	£0	£0	£0	£200	100%	£200	£0	Train alongside support staff. Some needs can be met by college.
<b>Support workers</b>	8	8	£120	£4000	£11860	£800	75%	£9360	£8760	
<b>Manager at supported living</b>	2	3	£192	£1500	£2650	£500	20%	£630	£530	
<b>Family and friends</b>	8	2	£0	£0	£0	£50	100%	£50	£0	Direct costs included with support workers.
<b>Independent mental capacity advocate</b>	2.5	2.75	£204	£0	£1404	£75	1%	£15	£14	Direct costs included with support workers.
<b>Social worker</b>	4	3.75	£208	£1500	£4625	£500	4%	£205	£185	
<b>GP</b>	1.5	2.5	£250	£200	£1138	£75	0.05%	£1	£1	Based on each GP having 2182 patients on average.
<b>PBS consultant</b>	3	1.4	£225	£0	£945	£75	2%	£20	£19	Direct costs included with support workers.
<b>Counsellor or therapist</b>	3.5	1.75	£213	£0	£1302	£200	0.7%	£11	£9	Direct costs included with support workers.

<b>Support group facilitator</b>	2.5	1.5	£200	£0	£750	£75	2%	£17	£15	Direct costs included with support workers.
<b>Total costs related to Ellie</b>								<b>£10508</b>	<b>£9533</b>	
<b>Average per year related to Ellie</b>								<b>£2102</b>		

---

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

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

- If Ellie does not get the right support, the psychological effect of past abuse by her uncle could have a negative impact on her life. This could lead to low self-image, self-esteem and confidence.
  - She may continue to be angry that people do not believe her, which could lead to challenges with building relationships. The relationships she gets into may be with men who take advantage of her vulnerability, with a potential for pregnancy. If she is unable to cope this could lead to involvement with children's services, and potentially the child being removed.
  - If the staff supporting her do not understand how autism affects Ellie as an individual, they will not be able to support her sensitively, and this will lead to tensions and Ellie feeling upset or refusing support.
  - If Ellie continues with inappropriate sexual behaviour in public or there is a further assault, she could end up with a criminal record.
  - Ellie could move into inappropriate accommodation, for example mixed sex, which might put herself and other vulnerable people at risk.
  - There is a risk that because she has a diagnosis of Asperger's but not a learning disability, she does not meet the eligibility for social care services or bounces between learning disability and mental health teams with no consistency. There is a possibility that Ellie may herself reject the support that is available.
-

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](https://twitter.com/skillsforcare)

[facebook.com/skillsforcare](https://facebook.com/skillsforcare)

[linkedin.com/company/skills-for-care](https://linkedin.com/company/skills-for-care)