

Transitioning to adult support services



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Considerations

- In general people with ASD experience high stress levels

- Change and transition can be very stressful due to communication difficulties, sensory issues, uncertainty and lack of predictability



What helps?

- Understanding autism and how it affects each individual
- Appreciating the need for predictability, consistency and planning for change
- Adapting the environment
- Facilitating and supporting the person's coping strategies to minimise anxiety
- Being aware of sensory sensitivities
- Low arousal approach
- Structuring the transition as much as possible and providing visual supports
- Working in partnership and supporting families
- Support & training the staff team e.g. mindfulness





Assessment

Broad multiple means

- -Individual
- -Past & current services
- -Reports (sensory, cognitive, diagnostic etc)
- -Observation
- -Family
- Consideration

- Need to draw own conclusions (sometimes an individual's "reputation" is a reflection of services lack of understanding of autism rather than a true reflection of the person themselves)

Consideration during assessment: Perception is theory laden

(Norwood Russell Hanson)



Professionals and carers interpret behaviours often in terms of their own background and experience.

Like beauty...

challenging behaviour is in the eye of the beholder.







All people are individual and different

"If you've met one person on the autism spectrum, then you've met <u>ONE</u> person on the autism spectrum".





Transition

The Importance of **Predictability**

Visual Schedule



Importance of autism training...

- To understand Atypical development (in the case of autism) we must first understand typical development.
- As carers many of the challenging situations people encounter are directly affected by differences in development.
- This is where the spikey profile of autism comes from.

Literalness of language

Examples of statements which may be confusing for people with AS

• "you need to pull up your socks"

• "we all need to pull together"

"Where's my book?....God only knows"

•"...if you do that again I'll kill you"

Case Examples

Case 1

18year old with a diagnosis of Kanner Autism: Transition from special needs school to Gheel day service.

Case 2

33year old with a diagnosis of Asperger's Syndrome: Transition from home to Gheel out-reach service supported individualised living scheme

Case Example 1

Stage 1 Assessment

- Initial assessment

- Observation

- Communication with current service, family

- Needs assessment formulated Stage 2 Transition

- Key lead person - Gradual introduction to day centre

- Relationship building

- Staff training: Communication software

- Visual schedule, social stories Stage 3 Adjustment

- Autism informed approach

- Predictability

- Regular review and adjusting of service

- PCP formulation

- Communicating with family & respite service

Case Example 2

Stage 1 Assessment

- Initial assessment
- Communication with individual, past services, family, advocate

- Service specification report formulated Stage 2 Transition

- Key lead person
- 1:1 meetings
- Consistent approach
- Relationship building
- Matching interests and aptitudes to support staff
- -Visual tools utilised to aid transition
- Family support meetings

Stage 3 Adjustment

- Autism informed approach

- Predictability
- Regular review of service
- PCP & Stress management plan formulated
- Co-ordinated multiservice approach
- Family support cont.

Any questions or comments welcome

