

Successful Transition in Practice: Showcasing Multi-Disciplinary Work



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Aims of this workshop

- Reflect on our current experiences of the transition process
- Share good practice
- Identify significant elements of a successful transition
- Illustrate obstacles and opportunities in relation to case studies

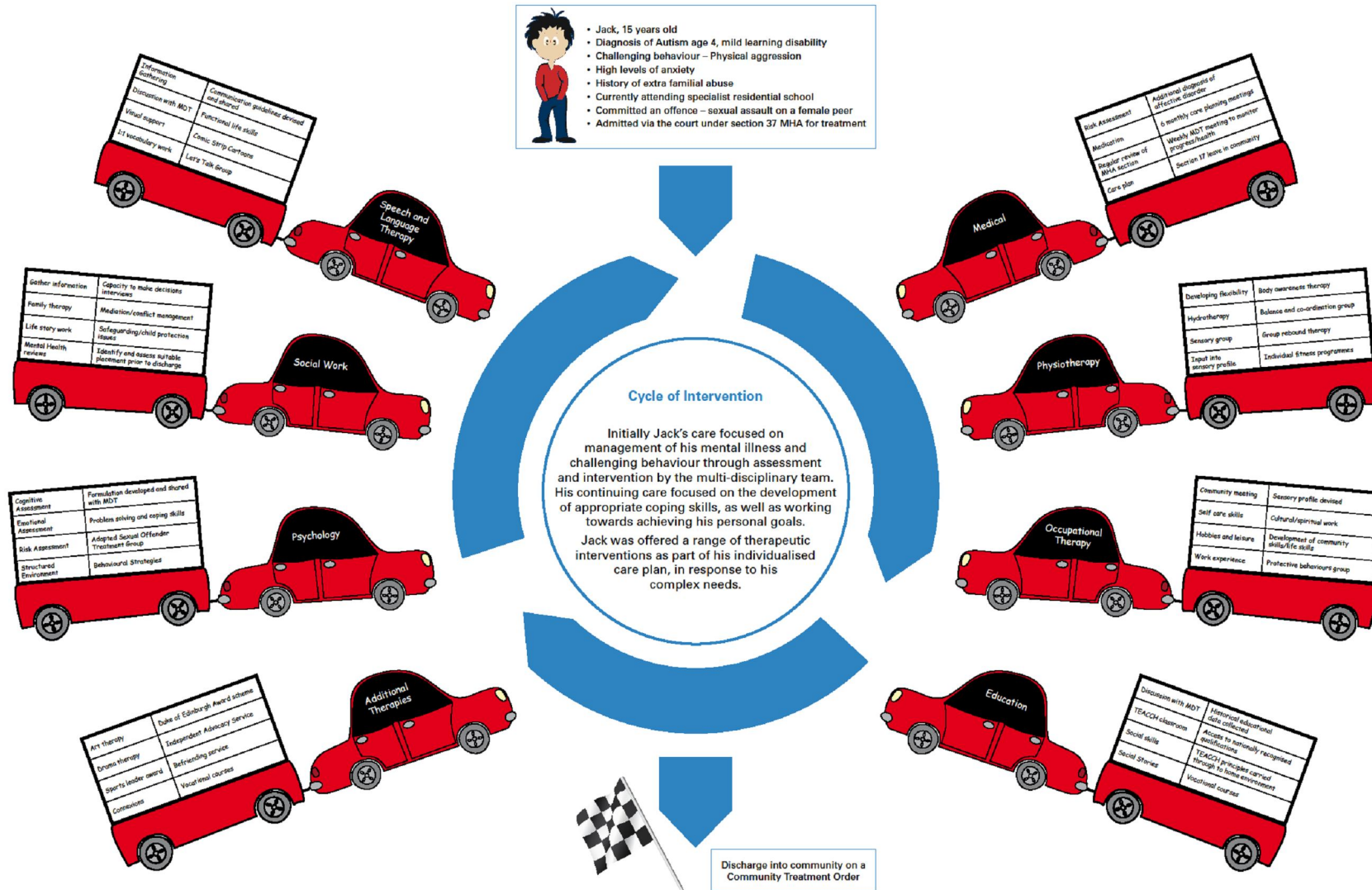


Jack's Journey

Cheryl Smith – Specialist TEACCH Teacher, Adolescent Service, St Andrew's Healthcare
Carol Reffin – Specialist Speech and Language Therapist, Adolescent Service, St Andrew's Healthcare



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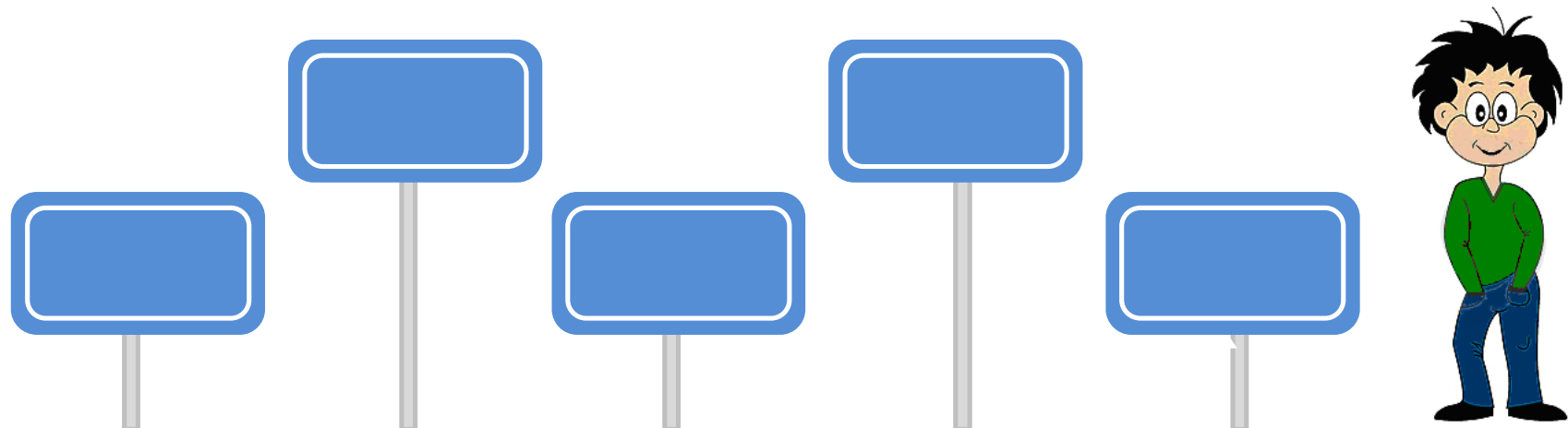
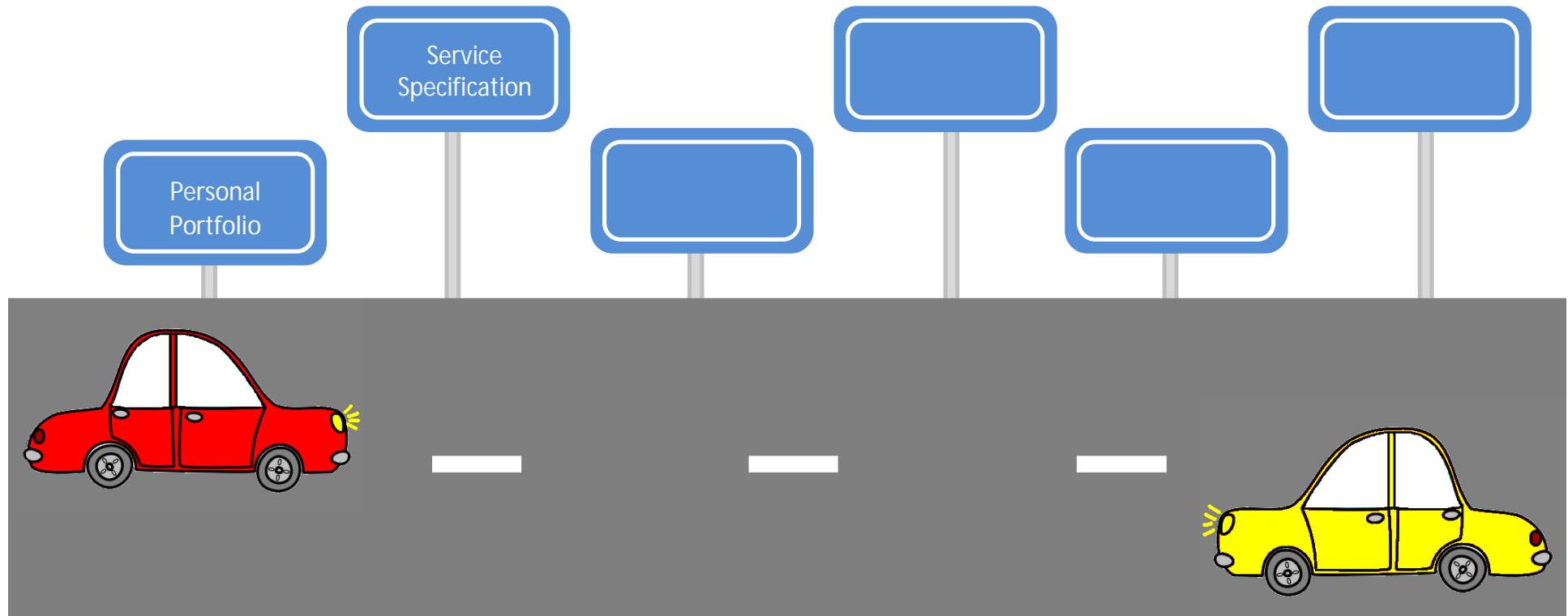


Reflective Activity

- Work in small groups to highlight the key elements of an 'ideal' transition
- Record your thoughts and ideas on the blank sign posts on the hand-out
- Nominate a member of your team to give a brief feedback



Jack's Destination



Service Specifications for Work Placements

in respect of J Bloggs

Health Needs

Mental Health Summary

Refer to any medication issues

Physical

Refer to any physical disabilities / difficulties

Speech and Language Therapy

Refer to any specific communication needs

Refer to any eating and drinking difficulties

Psychology

Refer to any ongoing interventions and risk issues

Risk Management Plan

List all identified risks, current probability, and how these will be managed in a supported work placement.

Risk to Self

Risk to Others

Non-Compliance

Risk of Absconding

Substance Misuse

Sexual Exploitation

Service Specifications for Work Placements

in respect of J Bloggs

Placement

Type of placement (*Full time, part time, voluntary*)

Location of placement (*Rural, residential, local, etc*)

Size of placement (*large group environment, small placement, single placement etc*)

Staffing level (*1-1mentor, group supervision, fully supported etc*)

Allocated Key Worker from SAH:

Type of work skills to be addressed: (*animal care, retail, office, delivering, packing etc.*)

Education & Training Needs

Structure:

Strengths:

Challenges:

Independent Living Skills

Kitchen Skills:

Community Skills:

Self- Care:

Service Specifications for Work Placements

in respect of J Bloggs

Young person's wishes and feelings

What type of work would they like to do?

What are their interests?

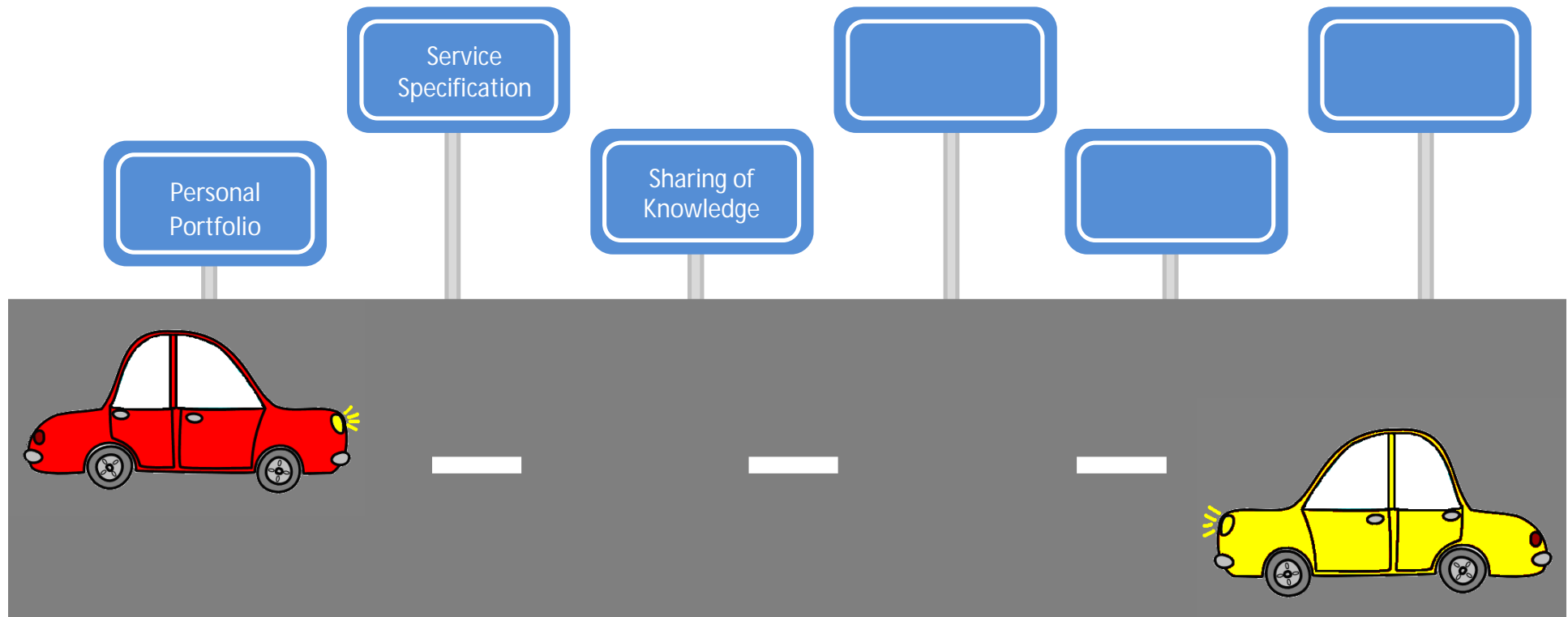
How much do they feel they can cope with?

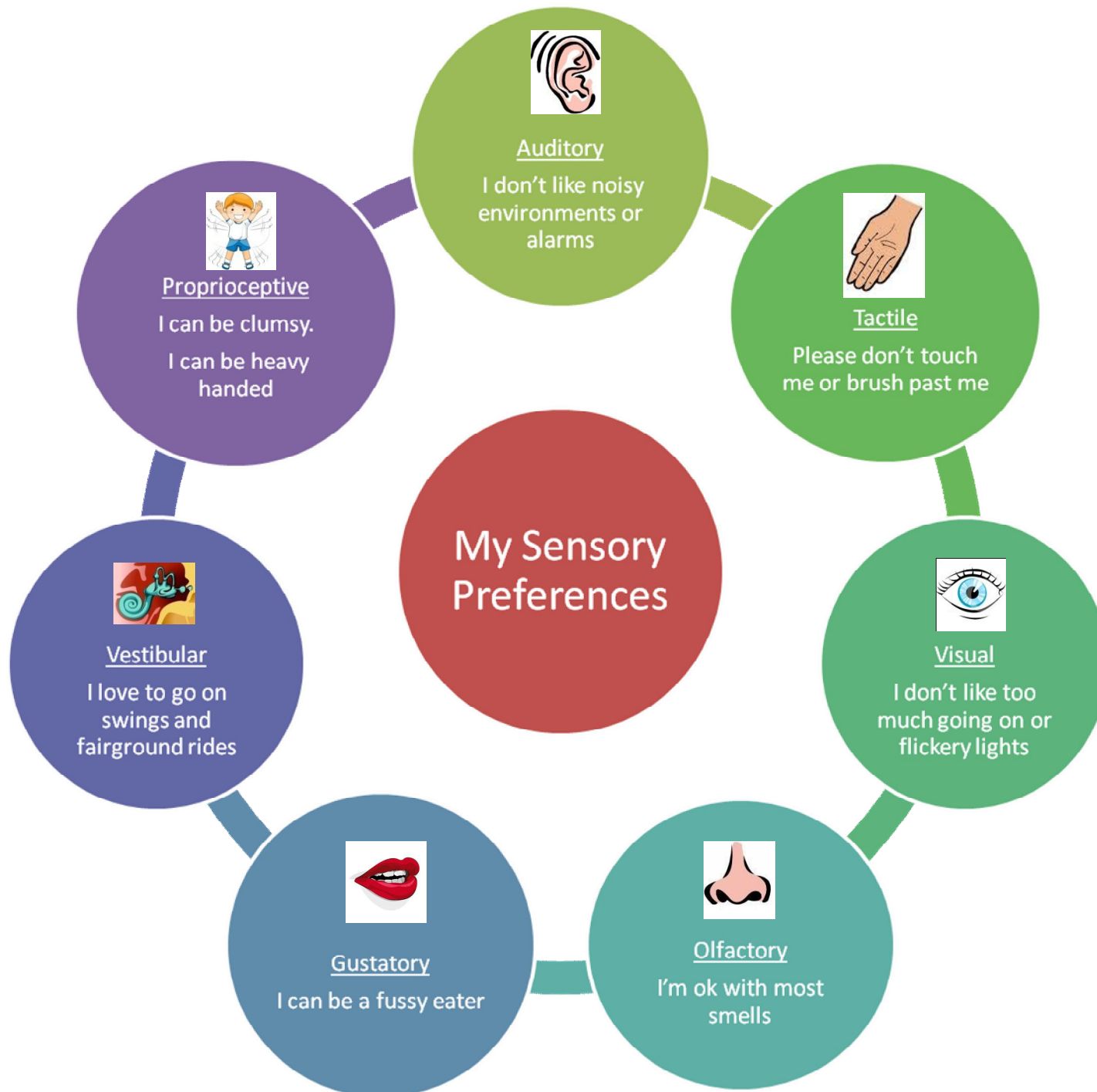
How much support do they require?

Recommendations

Names of work placements able to meet needs of student

Jack's Destination





Sensory Preferences at Work



Jack prefers to work outdoors or in quiet environments



Jack may sometimes rock. This is nothing to worry about



Jack does not like to be touched.
He does not like to get dirty hands and may need to wear gloves



Jack does not cope well with fluorescent lights and prefers natural light



Jack will bring his own food and drinks to work



Jack may need help with fiddly tasks and can be heavy handed so should not work with breakables



Jack is OK with smells and can work in 'smelly' places

Communication Guidelines for the Work Place

Jack can be a good communicator and get his message across but his processing of language is very slow and his level of understanding is weak.

He also has a limited attention span.

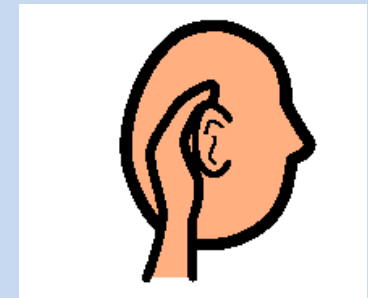
Visual support will aid his understanding and support his expressive language



Communication Guidelines for the Work Place

To help his listening and attention

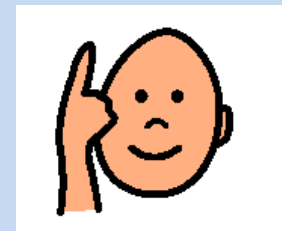
- Let Jack know that you are speaking to him - make sure you have his attention. Use his name at the beginning of the sentence.
- Give him a fidget to fiddle with whilst you are giving him instructions as this may help him to remain focused on the task
- Allow him short breaks when he is at work – so that he can get up and walk around the table, to the end of the room and then return to his seat
- Use specific praise when he is on task and reward work completed
- Address tasks in small bite-size chunks to keep him motivated and stimulated, rather than overwhelmed
- Use an egg timer to help him manage his time and he will know what is expected
- Try to avoid talking to him when there are distractions around, reduce or modify any distractions e.g. take Jack to a quieter area, turn off the radio etc.



Communication Guidelines for the Work Place

To help his understanding:

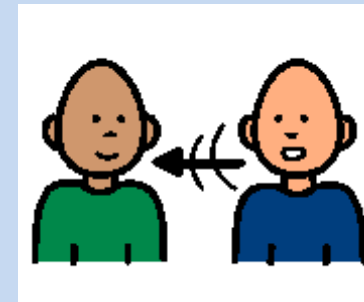
- Speak calmly to Jack allowing **lots of extra time** for him to respond.
- Repeat the information in short simple sentences, giving one instruction at a time. Do not overload him with information.
- Check he has understood you if you are unsure – ask him to repeat/paraphrase what you've just said.
- Keep your speech simple, using familiar words and phrases. Use practical demonstration and show him what you want.
- Be straight forward - avoid sarcasm, inferences, irony etc. Make sure your tone of voice and facial expression match the content of what you are saying.
- Use pictures, objects, key words as visual reminders to support his understanding - this will reduce demands on his cognitive/language skills and may reduce his feelings of stress and anxiety.



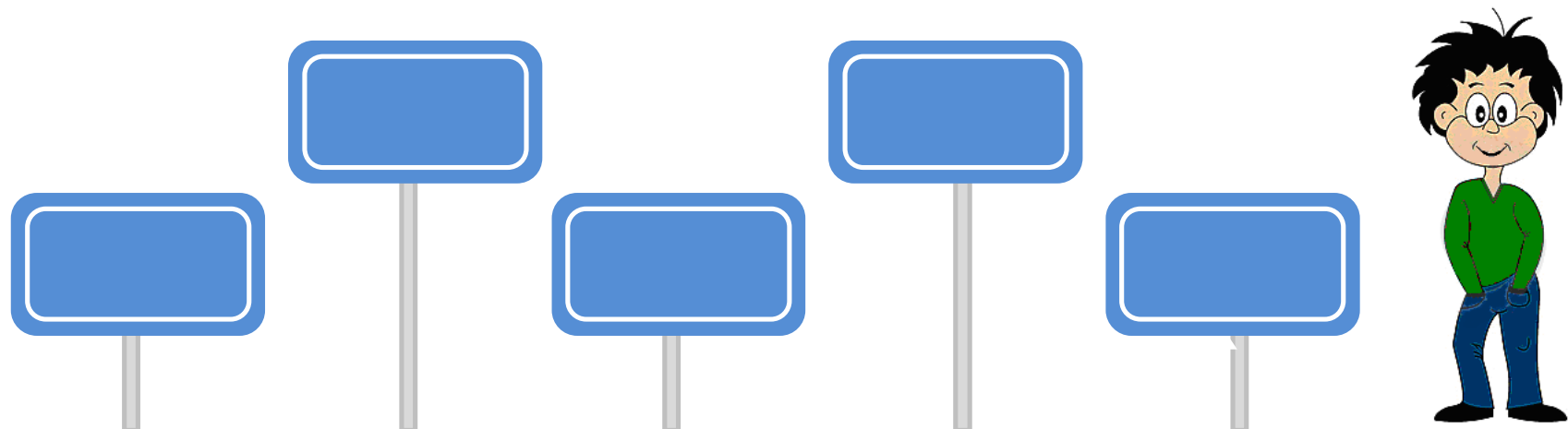
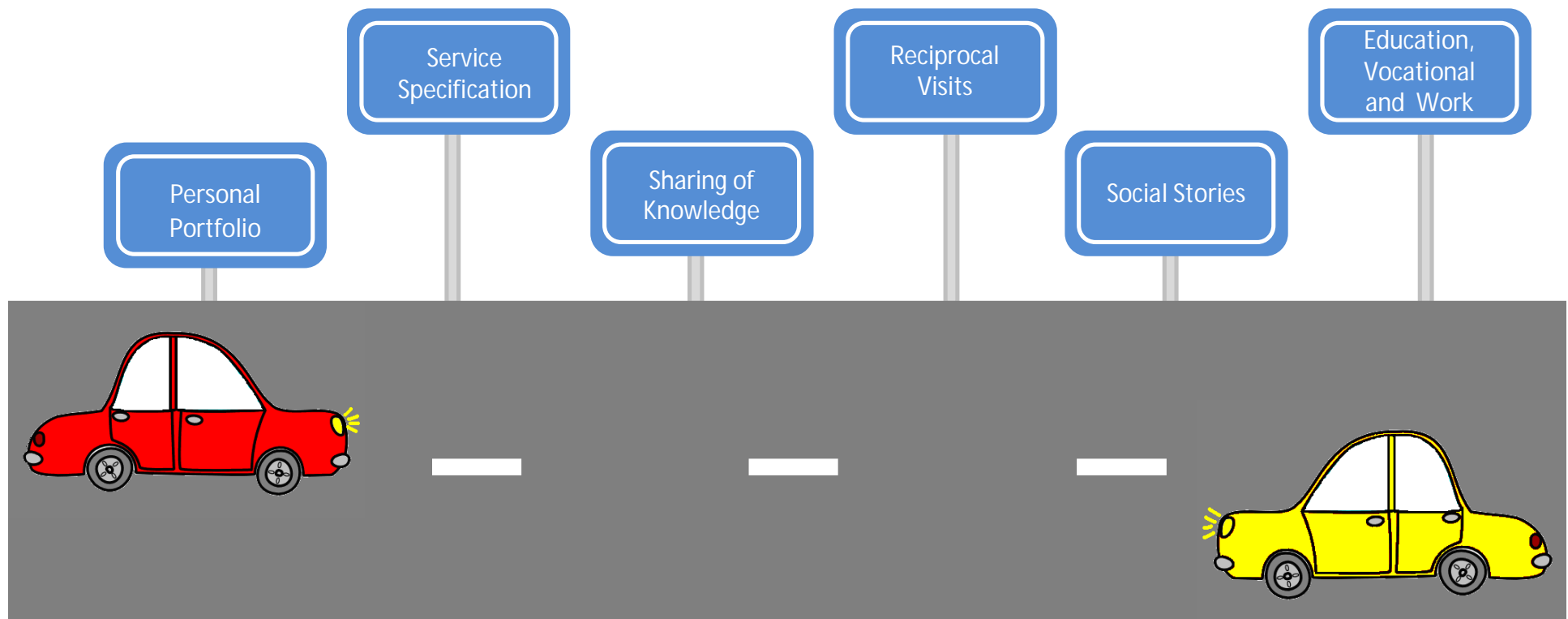
Communication Guidelines for the Work Place

To improve his social communication skills:

- Include good social behaviours in your work place
- Be a good role model – use the communication skills that you want him to use e.g. make eye contact with him, talk to him calmly, use appropriate body language, making sure it matches what you are saying
- Praise him for the quality of his own communication skills to increase his awareness of its importance
- Make it obvious that you are changing the subject during a conversation



Jack's Destination





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Date of IEP September 2011	Review Date December 2011
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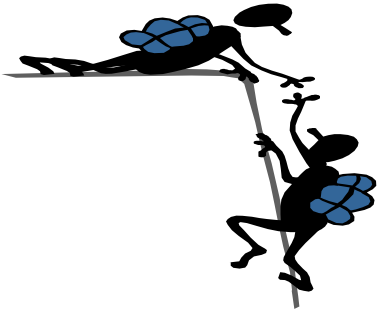


My Individual Work Plan

Things I need help with:	My Personal Targets:	What do I need to do?	Who will help me do it?	How well did I do?
planning	To plan journeys to and from work each week	I will check bus timetables and plan the bus journey to and from work for Mondays and Thursdays	staff	
communication	To communicate effectively and appropriately	I will greet everyone each day and use my communication cards for support	my communication cards, my mentor	
social interaction	To interact with co-workers and mentor	I will try to join in with conversations in break times and talk to my mentor	my mentor	
organisation	To organise my tasks and work space	I will keep my work space tidy and do one task at a time	my mentor	
asking for help	To get help as needed	I will use my help card or ask my mentor if I need help or need to know anything	my help card my mentor	

This IEP was completed in partnership with the individual to ensure their involvement in their education and encourage motivation to participate in work.

Duke of Edinburgh Award



A final comment made by one of our young people as he descended Snowdon in North Wales...

“This is the best time in my life”

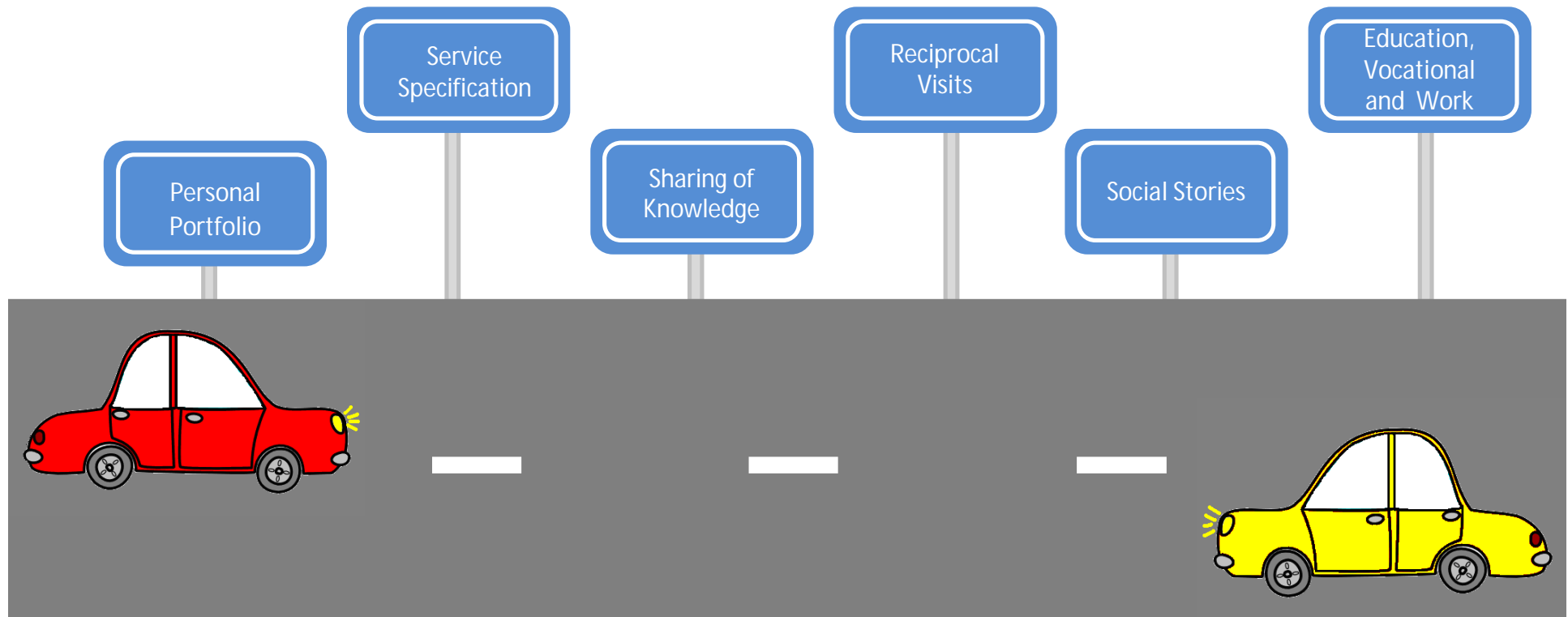


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Case study



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Obstacles and Opportunities



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Any questions?

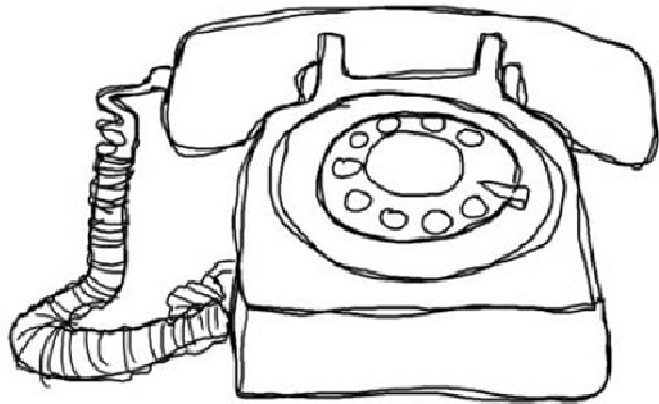


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