



(Draft) Autism Bill and Us.

PCP Timetable/Care Plan

The current timetable takes an approach that anticipates the new Autism Bill. Instead of traditional situation where students have to conform to the needs of the course we create courses that conform to the needs of the student. The basis of each session is each student's individual needs and aspirations. They are fed by each students 'care plan'. A care plan is an assessment document completed by the student that identifies both their current situation and where they wish to be by the end of their time with us. With their key worker they develop targets that will enable them to travel between these two points. These targets collectively inform what sessions we run their content and the approach we take. Each session is tailored to be relevant and individual.

ASDAT (Autistic Spectrum Disorder Awareness Training)

ASDAT is a new business project that is run by the students. Recognising the need for a clearer understanding of Autistic Spectrum Disorder in the wider community the students have developed their own professional presentation explaining the disability. Drawing as it does on both personal experience and accurate research it offers an insight that other presentations cannot provide. As paid trainers the students are given a sense of empowerment and ownership not just over their disability but because they are in a role where they are the experts supporting the mainstream community.

**This neatly conforms to Section 3f of the new Autism bill at its second reading
“arrangements for sharing good practice in relation to autism support services”**

Football Team

On a semi regular basis the colleges football team plays in a league being developed by the MCFA and the FA designed to include people with disability in sport. So far they have remained unbeaten and both college players and spectators enjoy the experience. Trained by a regular professional on a weekly basis after hours the students also have a chance to get fit and improve their teamwork skills.

Club Amigo

Club Amigo is an after hours group that meets once every six weeks. Recognising the difficulties people with an Autistic Spectrum Disorder with socializing the club provides a fun environment to develop both friendly and romantic relationships. The club has taken place in different venues and had different themes such as Summer BBQ, a fireworks night and a Christmas party at a club. Attendance continues to grow and we are seeing one or two relationships emerge!

Counselling

As part of our holistic approach to working with the students each student receives a half hour counseling slot a week where they can discuss and resolve issues external to college life.

Parent Support Group

Parents of young adults with an Autistic Spectrum Disorder play a crucial role in their care. This can be a largely thankless and stressful task. The college offers a monthly forum for parents to discuss common issues and support each other.

This will provide support for Section 4c) of the Autism bill second draft 2 “ The Secretary of state must, before issuing guidance...consult....(C) organizations representing parents and carers of persons of autism”

Step Up

Is a project under development designed to gain our students entry in into employment. Part of this is an ongoing Vocational skills course designed to give students the practical skills they need to look and apply for jobs

Image in Action

Image is a year long course designed to explore and educate students with disabilities in the complexities and subtleties of a variety of different relationships. This compliments the work of Club Amigo but has many constructive benefits of its own. It provides a safe environment for students to address issues concerning their own identity, behaviour and wants. All these issues are difficulty for many but are particular issues for our students.

The Autism Bill and us

3...In particular, guidance issued under subsection (2) must include provision about e)the standards of support services that should be provided to persons with autism including those relating to social and life skills

This is addressed in the following sessions:

Budgeting:

Our current students all have a variety of difficulties managing their own monies. In many cases this is because in common with many people who have a disability family and or carers have assumed financial control in other cases issues arise when this support has not been given. This session seeks to equip each student with the ability to effectively manage their own money.

Social Practice:

This session is a highly personalised session that seeks to address student's specific issues with communication when out in the community. So far this has included identifying different social relationships (for example how do we interact with professionals, how we interact with friends), using mobile phones and listening to and giving drink orders. There has been an element of peer mentoring once one individual has acquired a skill they are encouraged to pass it on to another.

Tuck-shop Meeting

This session is set up by the students to maintain the Tuck-shop they run. Students make all the decisions regarding stock and staffing and complete a weekly Budget and Profit book. This compliments the work done in the Budgeting sessions but also promotes the students independence skills. The success or failure of the project is the result of their work.

Cookery/Enterprise

Similar to Tuck-shop this session serves two purposes. It helps develop cooking skills but also supports financial skills when Students sell the meals that they cook.

Emotional Literacy

This is a two tiered session designed to enable students to recognize and address their own and others emotions.

Independence

Is a session to designed to promote an understanding of all the practical considerations concerned with living independently .This so far has covered paying bills, buying furniture, promoting sources of support and First Aid

Critical Thinking

Students with an Autistic Spectrum Disorder traditionally focus on a series of interests that directly relate to them. These sessions encourages them to research present and discuss world events. In doing so it equips them with an ability to assess and then hopefully better access the world they live in.

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