

Workshop: Moving on: Minimising Risk and involving experts by experience

Co-presenters: Julian Morris & Emma Austin-Garrod

The **aim** of this workshop was to look more broadly at transitions rather than focussing on just the transition from children's to adult's services or the Care and Treatment Review process - although these are of course important.

The **objectives** were to:

- Explore ways to minimise the risks associated with different transitions (i.e. focussing more widely than children's to adult's services)
- Identifying certain triggers points

Outcome

Brought three key action points to the plenary Action Planning session

Workshop discussion

Julian Morris set the scene by introducing the concept of "seemingly small" transitions and the way these transitions can impact on an individual.

Emma Austin-Garrod shared her brother's experiences, including his time at Winterbourne View and subsequent, very traumatic, placements; the transitions he experienced and how he responded to these. For example, he responded well to moving from one part of the country to another but a wholesale change in staff team was a much more difficult transition for him to cope with. His behaviours in response to a "seemingly large" transition (e.g. bereavement) and a "seemingly small" transition (e.g. change in staff team) can be very similar.

The group was asked to identify, from their experience, some transition points which had been hard for someone with a learning difficulty to experience. These included:

- No longer having a nap after dinner once starting school
- Having to wait when put on the bus first rather than last
- Changes in staff team/staff handover
- Moving away from family/friends/familiarity
- Bereavement leading to a change in circumstances (no longer able to work in Dad's shop)

The group reflected that many of these experiences involved a loss of choice and control or a loss of meaningful activity or relationships.

Workshop attendees were asked to identify how professionals reacted to these transitions. Unhelpful reactions included:

- The setting/school is not able to provide what is needed or to adapt
- Fear

- Quick to medicate/restrain rather than understand the reasons for behaviour
- Shutting families out of the process
- Not sharing information/diagnoses/behaviour support plans etc when someone moves, one service charged £200 to send information about an individual to a new service

The group was asked to consider alternative responses that worked or those they would like to see in place. These included:

- Professionals aware of families' role and how to involve them
- Good communication between families and professionals
- Plan in advance of known transitions and anticipate likely causes of anxiety or concern for individuals
- Support people with learning disabilities to develop skills that will help with transitions e.g. waiting, resilience
- Make sure everyone working with an individual has a good level of knowledge about them
- Person centred plans
- Positive Behaviour Support and behaviour support plans which address how to deal with transitions

Actions

Action	Who	When
1. Pull together the definition/s of co-production, disseminate and put into practice	LD Professional Senate	Within 6 months to a year
2. Good behaviour support plans and training for families/professionals to implement them, including a focus on transition points.	LD Professional Senate to co-produce guidance and develop quality checks with family carers and PBS Academy	Within 6 months to a year
3. Investment in MORE support at transition/crisis points, not less	All commissioners and professionals	Ongoing