

Working Group 4 meeting minutes
13th January 2015, 11 am
Perth Autism Support, Perth

APPROVED

Members present: Anne Marie Gallagher (CHAIR), NHS Greater Glasgow and Clyde; Annie Watson, Autism Network Scotland; Kabie Brook, Autism Rights Group Highland; David Breslin, Speaking Literally; Annette Pyle, Care, Support and Rights, Scottish Government; Anne MacDonald, The Richmond Fellowship Scotland; Andrew Stansfield, Patrick Wild Centre, University of Edinburgh; Janine Robinson, NHS Education for Scotland; Elizabeth Coyle, Service User

Apologies: Bill Colley, Caledonia Learning and Care; Bryan Davies, Social Work Scotland; Alan Somerville, Scottish Autism; Kirsty Forsyth, Queen Margaret University/Autism Achieve Alliance; Anna Robinson, University of Strathclyde

Minutes by: Tracy Wenzl, Autism Network Scotland

- I. **Welcome and Introductions** – members all introduced themselves to the group. During this the group discussed its membership and if anyone was missing. It was noted that the National Autistic Society was not represented on any of the working groups currently, and was recommended that the new NAS director be invited to join.
ACTION ITEM: AP to contact NAS director with invitation
- II. **Remit** – AMG stated that the intention of the work group re-working was to allow the groups to focus on doing a few things well, instead of doing lots of things. AP concurred and noted that the main focus of Group 4 is delivery of the NES Training Framework. She is mindful that groups are comprised of volunteers and hopes that the group will provide The Scottish Government with advice on priorities and implementation.
- III. **Terminology** – a discussion ensued around the terminology used in the draft of the group’s goal and priorities document. Anne Marie circulated a document (attached) she created where she broke down the language and proposed a new phrasing of the group’s priorities. There was discussion around the definition of capacity, and whether it meant increasing providers’ skills or increasing the number of qualified workers/service providers. The last page included a draft of new priority and sub-priorities for the group.
- IV. **Priorities** - After much discussion of the terminology document, the draft text was revised to include “and skills” in sub-priority #2 and to change “ASD” to “autistic people” in priority. The revised priorities have been added to the group’s goal and priorities document, attached to these minutes. AP noted that the four priorities map nicely to the NES Framework’s four levels of service provision.
- V. **Work Streams**
 - a. **NES Framework**-JR gave an update on NES progress in rolling out the Framework. She noted that their funding ends March 31 but that they were in talks with the Scottish Government to extend the project. NES has two online resources. The first is an e-learning unit for general practitioners, etc with practical advice that will be launching soon. The second is the web resource, which is widely linked to from the

Strategy and Autism Network Scotland web sites and is a tool for NHS providers and others to use in developing their skills.

NES is also creating a training plan, which lists the different trainings available in the United Kingdom, classified by course type (online, classroom, in-house, etc.) The Framework offers guidance on what should be included in level-appropriate training courses, and the new plan will work hand-in-hand with this by identifying courses that meet these requirements. It is hoped that the Plan will further assist in identifying where gaps exist in available training so that those areas can be addressed in the future. It was suggested that NES consider getting a group of trainers together to identify and address training gaps. The Training Plan is nearing completion and is expected to be done by the end of February 2015.

During this, discussion ensued about how to get people engaged with training, and how to assure they use the training when they get back to work. A key question raised was “How do we turn knowledge into skills?” During the discussion, it was suggested that skills develop through hands-on experience, having a mentor available, and having continued opportunities to use the skills regularly. It was also mentioned that manager/supervisor buy-in, both in the value of the employee receiving training and in having opportunities to practice and receive mentoring, were necessary for success. The need for a mentor, or person to follow up with questions, was noted for both providers and for parents/carers after completing training.

Another key question, “Do champions help?” was generally answered with yes; some thought it helped with motivation to receive and use training, and an example was given of a program at Shell that allows autistic people to serve as champions within the company, offering support to other autistic individuals and parents of autistic children. In the program, the champions receive a small work time release to work on the project.

b. Alert Cards

AMG received a 15-page report from Robert MacBean, National Autistic Society, on the use of Autism Alert Cards. The report was distributed via a few paper copies, and will be emailed to the group.

VI. Comments on dissemination of ASD Training Framework and work plan

Royal College of General Practitioners (RCGP) has made autism their focus for a year (not clear if for 2014, or for academic year 2014-15) JR is working with RCGP – UK on collaboration, wants to see what can be done in Scotland.

ACTION ITEM: TW to send RCGP Scotland lead contact information to JR (DONE)

NES plans to present at upcoming Speech and Language Therapy conference (February); several other large conferences throughout 2015. They are developing promotional materials (bookmarks, etc) for distribution at events. AMG suggests they get a roll out banner to set up at booths/tables at events.

Other ideas for wider dissemination included: targeting practitioners with overlapping interest areas; make resources easily accessible, and assure people know they exist; include testimonials from practitioners about how they were helped by using Framework, and incorporate text/video testimonials on Framework web resource; target general service provider networks and groups (ARC Scotland has); contact British Institute for Learning Disability (BILD) service provider forum

ACTION ITEM: AM will see if she has any service provider group contacts

It was also suggested that awareness of the Framework be increased with parents/service users so they can recommend them to their own service providers; that the 3rd sector web sites link to the Framework web resource; disseminate through One Stop Shops; links through schools and higher education

VII. **Discussion re: Targeting Activity** – to be held for next meeting

ACTION ITEM: All, please read materials and think about where we focus our activity for greatest impact

VIII. **Action Plan** – to be held for next meeting

IX. **Any other current business** – none

X. **Date for next meeting** – it was decided that the next meeting will be held in Perth on 24 March, 11-12:45 pm, venue TBD

XI. **Close** – adjourned at 1:10pm

KEY MESSAGES:

The terminology of the group's goal was reviewed by the group and priorities reworded, while retaining the original meaning. '*Capacity*' was agreed by the group to be interpreted as '*Skills brought about by knowledge and experience*'.

The priorities were discussed and ongoing work streams identified. It was recognised that guiding the effective dissemination of the NES training framework would be a driver of much of the work plan of Group 4. The autism alert card report compiled by Robert MacBean of NAS was discussed and will be further discussed at the next meeting.

The group have been asked to give consideration to specific actions/considerations or changes that could make greatest impact on the awareness and skills of those who support, work with and live with autistic people.

SUMMARY OF ACTION ITEMS:

ACTION ITEM: AP to contact NAS director with invitation

ACTION ITEM: TW to send RCGP Scotland lead contact information to JR (DONE)

ACTION ITEM: AM will see if she has any service provider group contacts

ACTION ITEM: All: Please read materials and think about where we focus our activity for greatest impact