

# Innovation in Autism Practice: The Future is Calling

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# Enabling Participation Through Personalisation

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# Introduction



*“The right of participation in decision-making in social, economic, cultural and political life should be included in the nexus of basic human rights.” (Lister, 1998, p228)*

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# What does the law say ?

## Adults With Incapacity (Scotland) Act 2000

*The Act aims to protect people who lack capacity to make particular decisions, but also to support their involvement in making decisions about their own lives as far as they are able to do so.*

[www.gov.scot/Publications/2008/03/25120154/1](http://www.gov.scot/Publications/2008/03/25120154/1)

## UN Convention on the Rights of the Child

**Article 3** of the UNCRC says that adults should think about the best interests of children and young people when making choices that affect them.

### Why Article 3 matters

Article 3 is one of the most important articles in the UNCRC, and many other articles are related to it. It means that the interests of children and young people should be thought about at all levels of society, and that their rights should be respected by people in power.

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# Defining Challenge

“The situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability” ( *The Cambridge dictionary* )



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# What do we need to challenge in ourselves?

- Managing our own thoughts and feelings
- Develop meaningful relationships
- Knowledge
- Capacity and Consent
- Being consistent - our practice
- Monitoring and evaluating – impact and approach



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# Promoting Choice

- Requires a consistent approach
- Must be presented at the right level
- Should be meaningful
- Should not be tokenistic
- Should not be influenced by our own thoughts and beliefs



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# Resulting Outcomes



- Increased wellbeing
- Happiness and feelings of safety and contentment
- More control over decisions
- Services are able to be dynamic and sustainable by meeting the individual needs
- Motivated, trained and confident staff

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# Whole System Approach

## CULTURE

The ethos of an organisation, shared by all staff and service users which demonstrates a commitment to participation.

## PRACTICE

The ways of working, methods for involvement skills and knowledge which enable children and young people to become involved.



## STRUCTURE

The planning, development and resourcing of participation evident in organisation's infrastructures.

## REVIEW

The monitoring and evaluation systems which enable an organisation to evidence change affected by participation.

Wright and colleagues (2006) suggested that different elements of participation can be brought together in a single framework, like a jigsaw puzzle. (Wright et al., 2006, p12)

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# Strategies and Approaches

- Person centred approaches (direct practice and system and process.)



- Effective and appropriate approaches to communication

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# Impact of meaningful Participation

For individual service users, the benefits of participation may include increased confidence and self-esteem, the chance to acquire new skills, and improved material resources if, for example it helps them to acquire paid employment (Attree, 2004).

Participation leads to greater satisfaction (Department of Health & Farrell, 2004) and improved quality of life (Wallerstein, 2006). For instance, older people (Bull et al., 2000), mental health service users (Carpenter et al., 2004), and people with disabilities (Hagglund et al., 2004), who have had greater control in decisions about the support they receive, report greater satisfaction and better health than those who have not.

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