

Capabilities Statement for social work with autistic adults

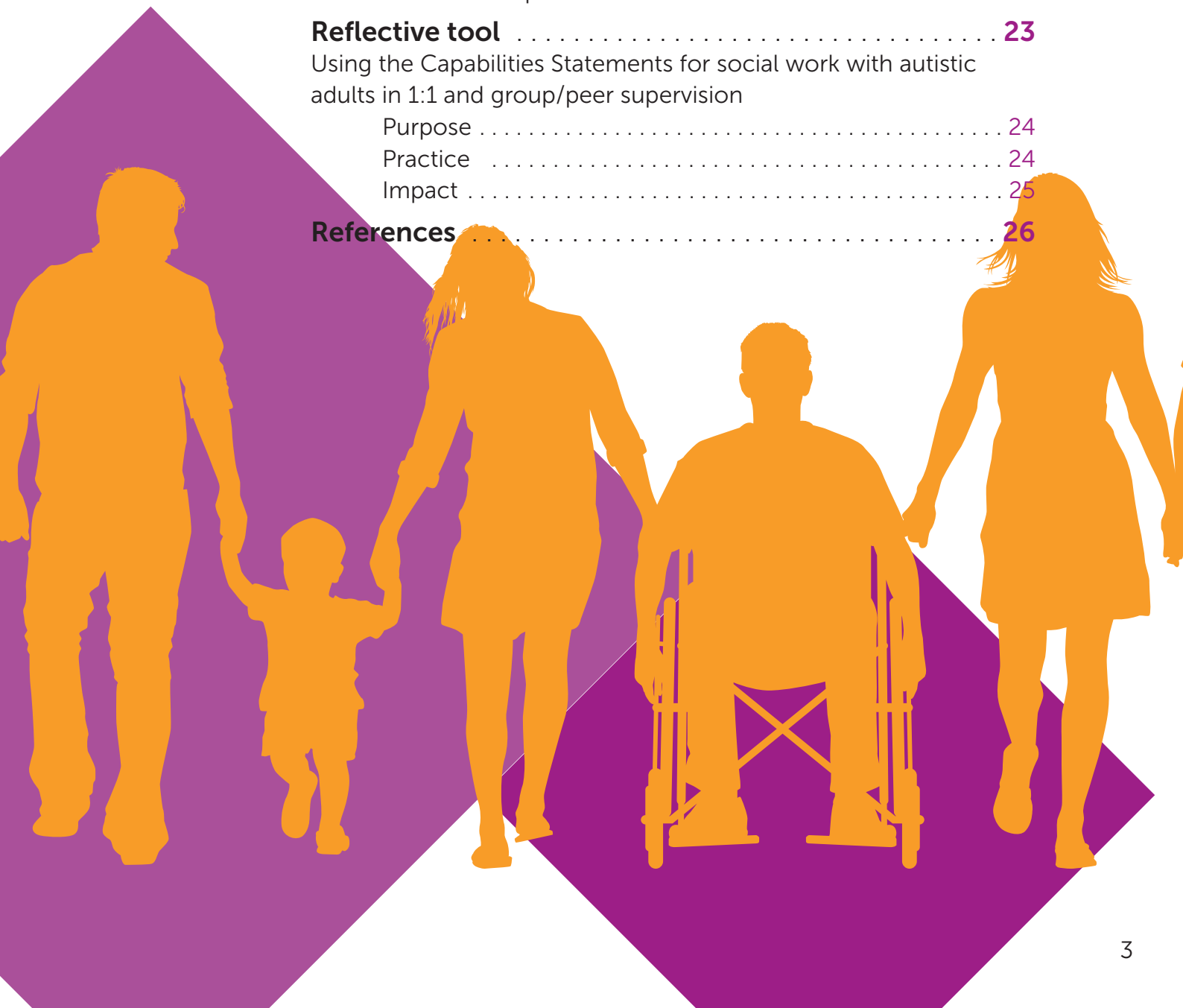
Implementation
resources:

toolkits for social workers,
organisations, people with
lived experience and
educators



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Introduction

These implementation resources support social workers, organisations, people with lived experience and higher education institutions to implement the Capabilities Statement and continuous professional development (CPD) pathway for social work with autistic adults.

The resources have been developed with the support of a cross-sector Advisory Group, including people with lived experience, social workers and educators.

The resources include:

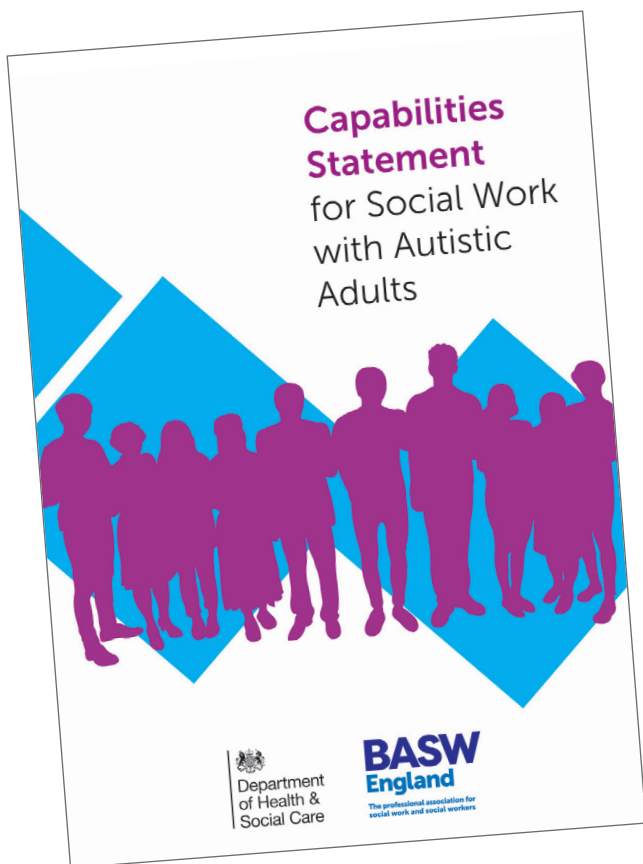
- a practice toolkit for social workers: including reflection tools, top tips, video featuring Sylvia Stanway an autistic adult and parent, plus easy read material
- a toolkit for autistic adults: including resources that explain the role of the social worker, a feedback tool and easy read material
- a self-evaluation tool for organisations
- a post-graduate curriculum outline for higher education institutions, including how to develop a modular, blended learning approach.

Background

In September 2019, BASW published the [Capabilities Statement and continuous professional development \(CPD\) pathway for social work with autistic adults](#), commissioned by the Department of Health and Social Care (DHSC).

Written for the England practice and policy contexts, the Capabilities Statement was co-produced with autistic adults, families and carers.

The Capabilities Statement shows social workers what they need to know and be able to do to make positive changes in the lives of autistic adults. The DHSC have commissioned and funded the development of additional resources and activities to support organisations and social workers working with autistic adults to embed the Capabilities Statement into social work practice.



The aim of this work is to develop a consistent pathway for professional development for social workers, and their employers, and help to ensure that people who use services are supported by social workers with consistent levels of professional skills.

Work to develop these additional resources was led by BASW, in partnership with the Social Care Institute for Excellence (SCIE) and Research in Practice for Adults (RIPfA). It was supported by a cross-sector Advisory Group including practitioners, experts-by-experience and educators and informed by wider consultation.

Special thanks to Sylvia Stanway, Ben Vickers, members of the Embedding Capabilities Advisory Group and other key partners, Jane Green and Infinite Autism, Bradford City Council Learning Disability service, SORM studios, the City of Stoke-on-Trent Council Learning Disability service, people, families and carers in the development of the toolkit resources.

Within these resources there are key messages for supervisors, managers and organisational leaders. Their role includes ensuring that opportunities for social workers to use the Capabilities Statement and toolkit to inform practice are created and supported.

Who are these toolkits for?

- **Social workers:** to explore and understand capabilities associated with good practice in generic and specialist services; to promote the human rights, ethics and values driven purpose and practice of social work in this field and to frame social work continuous professional development (CPD) priorities to improve the practice and impact of social work
- **Autistic adults** who may also be parents and may encounter social workers in their own right, or their children may have social workers
- **Families and carers** supporting an autistic young person or adult

- **Organisations** that employ social workers and support autistic adults – to improve their service, and the capabilities of their workforce
- **Educators:** to develop and deliver post-graduate programmes on social work with autistic adults.

How do the toolkits support social work practice?

The toolkits:

- were developed with sector feedback and involvement
- incorporate feedback from people and families with lived experience
- promote the role and contribution of social work with autistic adults
- link to the Capabilities Statement for social work with autistic adults providing an evidence base for practice
- provide opportunities for learning, critical reflection and development.

Tools designed to support evidence of continuous professional development to meet standard 4 of the regulatory professional standards set by Social Work England.

How to use the tool

Each tool provides an introduction and explanation about how and when to use it.

The toolkit can be used as a whole or at different times to support best practice with autistic adults, families and carers.

Introduction to video: Sylvia Stanway – Autistic not broken

Sylvia Stanway is an autistic adult and parent. Sylvia was involved in co-producing the Capabilities Statement for social work with autistic adults.

In this video Sylvia talks about the importance of the Capabilities Statement and about using this in practice to communicate effectively, build relationships, develop an understanding of needs, advocate for and support family life.

Context

This video has been produced in collaboration with Sylvia Stanway, BASW and SCIE as part of DHSC commissioned work to develop resources to embed the Capabilities statement for social work with autistic adults.

Questions to aid reflection and learning

- How do you feel after watching Sylvia's video?
- How will this inform your practice?
- How will you promote Sylvia's key messages?



<https://youtu.be/QafdCRpnH08>

Who will find the video useful?	How can the video be used?
<ul style="list-style-type: none">● Student social workers● Newly qualified social workers● Social workers in generic teams● Social workers in specialist teams/settings● Social workers in transitions – supporting young people into adulthood● Social workers in children's service supporting autistic parents● Practice educators● ASYE Assessors● Team managers● Service managers● Principal social workers● Learning and development leads● As part of induction training● Individual learning and development.	<ul style="list-style-type: none">● One-to-one supervision● Peer reflection or peer learning● Team meetings● Formal/informal training● Continuous professional development● To share information and knowledge● To support organisational learning and development across teams and services.

Introduction

The idea for this information sheet came from telephone interviews, a survey and in consultation with autistic adults as part of the work on the Capabilities statement for social work with autistic adults and in the development of this toolkit.

People told us it would be helpful to create a simple information sheet about the role of the social worker that they could share with autistic adults to support their understanding of what a social worker does and does not do.

The information sheet comes in two parts, the first is this page which introduces the resource. The second page contain the information sheet which has been developed to share with autistic adults and their families.

When can this information sheet be

used?

It can be shared with a person and/or their family before a visit, during a visit or after a visit from a social worker. It can be used to demonstrate the following areas of the Capabilities Statement in practice:

- Developing relationships with people and families
- Helping people to live the life they choose
- Recognising people's abilities and strengths
- Promoting rights-based practice
- Pursuing partnership and co-production
- Being accountable

In line with the Capabilities Statement **Practice** section sharing this type of information with people can help to reduce anxiety, build trust and positive relationships with autistic adults. Sharing in advance of meeting the autistic adult will also allow time for processing the information and the opportunity to think about any questions.

All the information can be adapted to reflect people's individual circumstances or local arrangements for the provision of social work.

There is an accessible version of the information sheet in Easy Read.

The points included are also reflected in the feedback tool that has been developed to share with autistic adults to obtain their views about the service they receive. Information received from autistic adults and their families can be used to inform critical reflection, learning and development and service improvement within organisations.

The role of the social worker with adults with autistic adults – information sheet



What social workers **do**:

- ✓ Find out the best way to communicate with you
- ✓ Listen to you
- ✓ Get to know you
- ✓ Find out how autism and any other health conditions affect you
- ✓ Support you to do the things you are good at
- ✓ Find out the best way to work with you
- ✓ Go at your pace
- ✓ Identify the obstacles for you
- ✓ Understand how demands can impact on your ability to process information
- ✓ Explain what your rights are
- ✓ Challenge situations when your rights are ignored
- ✓ Explain how to access the support you are entitled to
- ✓ If you are a parent, support you in your role
- ✓ Support you with decision making
- ✓ Speak up on your behalf
- ✓ Work with you to develop a plan of support
- ✓ Work with you and other people and organisations to get the services you need.



What social workers **don't do**:

- ✗ Make a clinical diagnosis of autism
- ✗ Focus purely on a diagnosis of autism
- ✗ Focus on what you can't do
- ✗ Make assumptions
- ✗ Apply rules to autistic adults that do not apply to other people about behaviour
- ✗ Ignore people's past experiences of services
- ✗ Interfere in the lives of children and/or adults unless support has been requested or there is a concern about risks to a child.



What I want my social worker to do

Knowledge

As my social worker, I want you to:

- ✓ Find out about how best to communicate with me from the start
- ✓ Understand that all behaviour is communication
- ✓ Be friendly, kind and get to know me
- ✓ Make arrangements for visits that suit me
- ✓ Provide information in ways that I can understand about money, housing, support and other things that I may need to make decisions about
- ✓ Let me know what choices I have
- ✓ Let me ask questions
- ✓ Give me more time to make a decision
- ✓ Think about how you give me difficult information
- ✓ Be flexible
- ✓ Understand that changes and timekeeping can make me anxious
- ✓ Appreciate things like my environment and how many demands are placed on me affect how well and safe I feel.

Skills and interventions

As my social worker, I want you to:

- ✓ Use simple language
- ✓ Get to know me
- ✓ Prepare for visits
- ✓ Use a one-page profile so I can get to know you
- ✓ Provide opportunities for me to show you what I am good at and what I enjoy doing
- ✓ Think about using activities to help me communicate
- ✓ Take the time to visit me, listen to me and understand how I express my feelings
- ✓ Accept my rituals and routines
- ✓ Stick to what we've agreed and prepare me for any changes
- ✓ Help me to make my own decisions - bring information that I can understand with you
- ✓ Be aware that I may agree with you just to get rid of your demands
- ✓ Use your skills and expertise to help me.

How you treat me (Values, ethics and personal behaviours)

As my social worker, I want you to:

- ✓ Ask me, don't tell me
- ✓ Focus on what I can do
- ✓ Listen – don't judge
- ✓ Treat me as an equal
- ✓ Recognise I am an expert in my own life
- ✓ Treat me as an individual
- ✓ Support me to make choices for myself
- ✓ Show me I can trust you
- ✓ Go the extra mile.



What I do not want my social worker to do

Personal behaviours (How you treat me)

As my social worker, I don't want you to:

- ✘ Waste my time
- ✘ Be late, not turn up or cancel appointments with me
- ✘ Be mean or rush me
- ✘ Assume I am ok, ask me
- ✘ Say one thing but do another
- ✘ Make promises you cannot keep
- ✘ Ignore me
- ✘ Make decisions for me
- ✘ Focus on my diagnosis only
- ✘ Judge me
- ✘ Ignore my behaviour or feelings.

Knowledge

As my social worker, I don't want you to:

- ✘ Forget to bring information or give me the wrong information
- ✘ Turn up knowing nothing about me
- ✘ Patronise me or talk to others about me first
- ✘ Keep changing my social worker.

Skills and interventions

As my social worker, I don't want you to:

- ✘ Just get your laptop out when you visit me, have a conversation first
- ✘ Rush your visit or make me feel like I am wasting your time, or that I am not important to you
- ✘ Look at your watch all the time or keep checking your mobile phone.

Induction Tool: Building and maintaining relationships with autistic adults

Using the Capabilities statement for social work with autistic adults to inform practice

The purpose of social work with autistic adults is supporting people to identify their needs and communicate how autism distinctly impacts on their everyday lives.

This tool can be used by social workers at the start of their career or by more experienced social workers who may be new to working with autistic adults.

Using this tool will support social workers to develop a relationship and rights-based approach to working with autistic adults. It should be used in conjunction with the [short video featuring Sylvia Stanway](#)

This tool should be used in conjunction with the **Practice** section of the capabilities statement to plan and prepare for home visits or meeting with an autistic adult, and to reflect on practice to aid learning and development.

A model of relationship-based practice with autistic adults



Before you visit/meet the person you should consider the following:

Knowledge

- How can you use the capabilities statements to help you plan your interaction/visit to the person/family? (also see Top Tips information sheet)
- How will you ensure that the visit is accessible for the person in terms of the way they communicate?
- Are there any sensory sensitivities you need to be aware of (e.g. avoid wearing perfume or a particular colour)?
- Are there issues to consider about the environment where you will meet the person – including sensory issues (e.g. lighting, impact of noise such as an air conditioner etc)?
- What information do you need to take with you to the visit that you can give to the person?
- Who else do you need to speak to about the visit?
- What information and joint decisions you need to talk to the person about?
- Have you got a way of contacting the person that they are comfortable with if you are going to be late?

Skills and interventions

- How will you make contact and arrange the visit?
- How are you going to actively engage with and involve the autistic person?
- What accessible information can you send out in advance of the visit? (Hint – consider the role of the social worker tool)
- Are there any communication aids/preferred methods that the person uses that you need to familiarise yourself with?
- Have you planned how you will get there to ensure you are on time?

Values, ethics and personal behaviours

- Have you offered the person the opportunity to have someone else they trust present at the visit?
- Have you helped them choose an accessible environment to meet that they are comfortable with?
- How will you find out and record the person's wishes and feelings with their involvement as much as possible?
- How do you feel about visiting this person? Have you explored this with colleagues and/or your manager?

During the visit to the person, consider the following:

Knowledge

- Have you explained your role and the reason for the visit?
- What barriers have you identified to the person having control over their life?
- Have you clarified what will be discussed and what will happen next?

Skills and interventions

- How do you demonstrate that you are listening to the person?
- What do you do to help the person feel comfortable?
- How do you provide information to the person?
- What do you do to check their understanding during the meeting and in summarising at the end?
- How do you explore the person's right to make their own decisions and any support they may need to assist them with this?

Values, ethics and personal behaviours

- Are you aware of how you are feeling and behaving towards the person?
- Consider your values and ethics throughout the meeting and the impact that may have on how you engage with the person.
- Have you identified what the person likes to do and what they feel they are good at?
- Have you identified what is important to the person?
- How are you capturing their wishes and feelings with their involvement?

After the visit to the person and/or family

Using the model of relationship-based practice, explore the following questions to aid critical reflection and learning in relation to the Capabilities Statement:

Knowledge

- Think of an example during the visit when the capabilities statement informed your approach/your response/your behaviour

Skills and interventions

- What went well/not so well **AND** how do you know? (think about using the feedback tool to provide evidence here)
- What would you do differently next time?

Values, ethics and personal behaviours

- How did the visit go? The positives and strengths of the meeting and anything you could do to improve future contact
- Reflect on your experience of using the capabilities statement – was it positive/negative?
- What feelings did you experience during and after the visit?
- Explore the impact of your feelings on your behaviour and decision making
- Consider your own values and the impact on the situation.

Engaging in the above will provide evidence in relation to [Standard 4.6, 4.7, 4.8](#) [Maintaining my Continuous Professional Development](#) of the regulatory Professional standards for social workers set by Social Work England.

Feedback tool for autistic adults and/or their families

Introduction

The Capabilities Statement for social work with autistic adults talks about the important things social workers need to be able to do to support autistic adults well.

This tool has been made for autistic adults to tell their social work teams if social workers have worked well for them or not.

You can download or print a copy of this form to fill in.

You should not let someone else fill it in for you, your carer or your family member, but you can use support to help you write if you need to.

This is so it says what you really think about using social work services.

When you have finished filling in this form you should give it back to the social work team.

The capabilities statement and the easy read version of the statement are [here](#).

How the tool works

This feedback tool has three sections. These are:

Purpose:

What is social work for

Practice:

How social workers should carry out their job

Impact:

The difference that social workers make

Each section has a different colour.

There are 14 questions.

You do not have to answer any of these questions you do not want to.

You do not need to give your name unless you would like your social worker or their manager to see this feedback.

Social work with autistic adults

Feedback tool for autistic adults and their families



If you want the manager to know about what you have written in your feedback tick this box and write the name of the social work team.

Why are we asking for this information?

To find out about what you think about social workers and how they have worked with you. This is to make services for autistic adults better.

Answering these questions will help social workers to:

- think about the way they are working
- understand what autistic people and their families think about the support they give autistic people
- find out what they need to do differently
- understand what they need to learn to give better support
- learn from the Capabilities Statement for social workers to become better at supporting autistic people

SECTION 1: PURPOSE

The **Purpose** section says how social workers should think about what is right and wrong and how they should deal with peoples' rights.

1. Did you feel listened to and understood by your social worker?

This could be the social worker understanding your life, what is important to you, what you like or what problems you have

Answer using a scale of 1-5



1 **2** **3** **4** **5**
Not at all Sometimes Fully

Your answer on a scale of 1-5:

Any other comments:

2. Did your social worker find out from you about the things you like or enjoy?

Yes No

What would you like them to do differently next time?

3. Did your social worker talk about what makes it hard to do things you like or enjoy?

Yes No

What would you like them to do differently next time?

4. Did the social worker explain to you what your rights are?

Explanation: A right is something you do or have that no one should take away. This includes being treated fairly and with dignity. The Government and all public services must respect your rights.

Your rights include not being treated unfairly because:

- your race,
- your religion
- whether you are a man or woman
- whether you are straight or gay
- your age
- your political views,
- if you are disabled
- if you are transgender
- if you are married or not
- if you are pregnant.

Here is a list of some of your rights. Tick the box next to the ones your social worker gave you information about:

- Right to an assessment of your needs that asks about your autism and how it affects you
- Right for that assessment to be done by someone with the skills, understanding and knowledge of autism to do that assessment well
- Right to an independent **advocate** if you need one. An advocate is someone on your side outside of your family
- Right to private and family life, your home, your letters and emails
- Right to freedom and safety
- Right to not to be abused
- Right to have your voice heard, be involved and understood
- Right to complain

• Human Rights taken from:

www.equalityhumanrights.com/sites/default/files/human-rights-act-learning-disabilities.pdf

• Rights to an assessment taken from:

www.autism-alliance.org.uk/wp-content/uploads/2019/04/Know-your-rights-easyread.pdf

5. How did the social worker support you with making decisions?

These could be decisions about

- Where I live
- Support I need
- Managing my money
- Parenting
- Meeting other people
- Work
- Activities I enjoy doing
- Changes in my health
- Changes in my medication

Tick the boxes next to the options that apply:

- Asking you to tell them what you needed to make a decision
- Gave you information in a way that was easy for you to understand
- Wrote questions down
- Used pictures or symbols to help you make the decision
- Involved an advocate or someone else you trust
- Gave you time to think about information
- Listened to you
- Asked you questions that helped you to make a decision

Are there any other ways they helped you to make a decision?

6. Did the social worker explain how to get the support you should have?

(Answer using a scale of 1-5)



- 1** No explanation **2** **3** Some explanation **4** **5** Full explanation

Your answer on a scale of 1-5:

Any other comments:

SECTION 2: PRACTICE

The **Practice** section describes what social workers need to know and be able to do when working with autistic adults.

7. What does your social worker do before they visit you?

(Tick the boxes next to all of the things that they do)

- They ask you first to check a good time to visit
- They know how you like to be contacted – such as by telephone, email or text
- You always know who is coming to visit and if the social worker is coming alone or with someone else
- They send you information before the visit
- They bring information with them
- They arrive on time for the visit
- They give you plenty of time for the visit
- They know how to talk to you if you are worried
- They explain things in a way you can understand
- They check on the day if it is still ok to visit
- They ask if you want someone with you at the visit, like a friend or advocate

Any other comments you want to make:

8. Does your social worker take time to find out the best way to communicate with you?

Yes No

Which methods do you like to use to communicate and get information from your social worker? *(Tick the boxes next to the options that apply)*

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Talking to you in person | <input type="checkbox"/> Text Message |
| <input type="checkbox"/> Letter | <input type="checkbox"/> WhatsApp |
| <input type="checkbox"/> Easy read information | <input type="checkbox"/> Messenger |
| <input type="checkbox"/> Online information. This could be on your phone, computer or tablet | <input type="checkbox"/> Facetime |
| <input type="checkbox"/> Email | <input type="checkbox"/> Skype |
| <input type="checkbox"/> Telephone | <input type="checkbox"/> Zoom |
| | <input type="checkbox"/> Other |

9. How does your social worker make sure they are working well with you?
(Tick the boxes next to the options that apply)

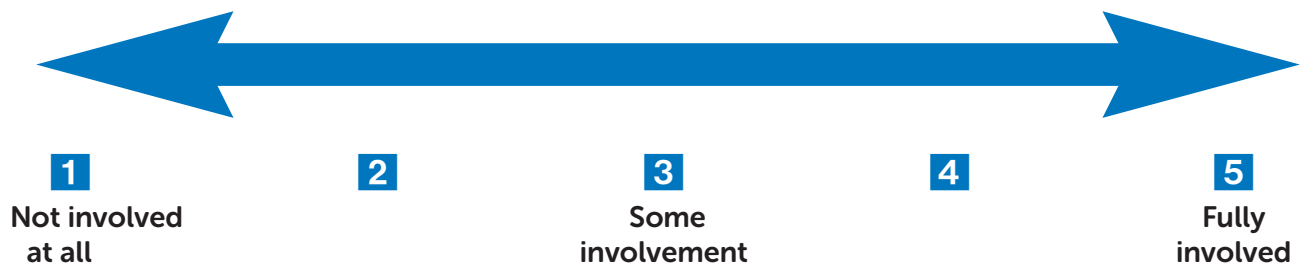
- | | |
|--|--|
| <input type="checkbox"/> Listens to you | <input type="checkbox"/> Understands your sensory needs |
| <input type="checkbox"/> Has got to know you | <input type="checkbox"/> Knows what you are good at |
| <input type="checkbox"/> Understands you | <input type="checkbox"/> Knows what you find difficult |
| <input type="checkbox"/> Does not make assumptions about you | <input type="checkbox"/> Respects you |
| <input type="checkbox"/> Knows what is important to you | <input type="checkbox"/> Understands how autism affects you |
| <input type="checkbox"/> Knows what the triggers are for you. Triggers are things that can make you worried, upset or angry. | <input type="checkbox"/> Supports you to have your say |
| <input type="checkbox"/> Understands how you like to communicate | <input type="checkbox"/> Understands your routines and fits in with them |
| | <input type="checkbox"/> Doesn't judge you |

10. Do you feel able to tell your social worker that something is not working for you?

Yes No

If no, what could your social worker do differently?

11. If you have a care plan, how well did your social worker involve you with this?
(Answer using a scale of 1-5)



Your answer on a scale of 1-5:

Anything else you want to say about how you were involved:

12. Has your social worker supported you to make a crisis care plan? This is a plan that you make that can be used to support you when you are feeling very worried or are in serious trouble?

Yes No

Do you have anything else you want to say about having a crisis plan:

SECTION 3: IMPACT

Impact is about being a good leader and working with other organisations.

13. Do you feel that your social worker would speak up about things for you?

(this might be information about you that isn't correct, if they feel you are being treated unfairly or being told you can't use support or services)

Yes Please give an example:

No What do they need to do to improve this?

14. Any other comments:

Thank you for sharing your thoughts about what has happened.

Please can you:

- Hand the form to your social worker when they visit or
- Send the form to your social work team

This information will be used to make social work better for autistic adults.

Reflective tool

Using the Capabilities Statement for social work with autistic adults in 1:1 and group/peer supervision

Introduction

This tool has been designed to help you use the Capabilities Statement for autistic adults to critically reflect upon your practice.

It can be used in one-to-one supervision, with a peer or as part of group supervision and in a social care or multi-professional team or setting.

Evidence of Continuous Professional Development

Engaging with this tool and using the questions to capture your reflections can be used to provide evidence in relation to [Standards 4.1-4.8 Maintaining my Continuous Professional Development](#) of the regulatory Professional standards for social workers set by Social Work England.

How to use the tool

Choose one or more of the key messages from the Capabilities Statement for social work with autistic adults which are set out below using the three super-domains from the Professional Capabilities Framework (PCF) **Purpose**, **Practice**, **Impact** as headings.

Consider the questions below each key message to explore and critically reflect on practice in the context of the Capabilities Statement.

The reflective tool

Purpose

Purpose: This section of the Professional Capabilities Framework relates to why we do what we do as social workers, our values and ethics and how we approach our work. It includes the domains: 2 – Values and Ethics; 3 – Diversity and Equality; 4 – Rights, Justice and Economic Wellbeing.

Key messages from the Capabilities Statement for social work with autistic adults describes purpose in the following ways:

The foundational values of social work with autistic adults are recognising, appreciating, and promoting the values of neurodiversity.

The purpose of social work is supporting autistic adults to identify their needs and communicate how autism distinctly impacts on their everyday lives.

Understand the impairments that people can experience from the impact of autism and work with them to address these.

Points and questions to aid critical reflection:

- Think of a situation from your practice when you feel you have demonstrated good social work practice as described in the key message
- Describe the situation to your supervisor or peers
- Reflect on what you did, your use of self and the approach (s) you took, theories and/or methods you used
- Explore your feelings in relation to the situation
- Consider your own values and the impact they had
- What went well from your perspective?
- What was the feedback from the person and/or their family?

- What were the views of other professionals/organisations?
- What were the challenges?
- What have you learnt, with particular reference to structural inequality and discrimination issues?
- How will this influence your practice in the future?

Practice

Practice: This part of the Capabilities Statement focuses on the knowledge and skills required for effective social work practice with autistic adults. It is based on the Practice 'super-domain' of PCF - 'What we do – the specific skills, knowledge, interventions and critical analytic abilities we develop to act and do social work'. (BASW, 2018b; p. 4). (NICE) includes the PCF domains: 5 – Knowledge; 6 – Critical Reflection and Analysis; 7 – Skills and Interventions. It should be cross-referenced with the Knowledge and Skills Statement for Social Workers in Adult Services (Department of Health (DoH), 2015).

Key messages from the Capabilities Statement for social work with autistic adults describes practice in the following ways:

Social workers can co-create positive changes with autistic adults through relationship-based practice.

Social workers should focus on peoples' needs and strengths, and not diagnosis alone.

An important social work aim should be preventative work. Regular health assessments can ensure the identification of co-occurring health conditions, stopping worsening physical and mental health of autistic adults.

Co-producing plans to manage crisis can prevent involvement of coercive psychiatric treatments.

Points and questions to aid critical reflection:

- Think of a situation from your practice when you feel you have demonstrated good social work practice as described in the key message
- Describe the situation to your supervisor or peers
- Reflect on what you did, your use of self and the approach (s) you took, theories and/or methods you used
- Explore your feelings in relation to the situation
- Consider your own values and the impact they had
- What went well from your perspective?
- What was the feedback from the person and/or their family?
- What were the views of other professionals/organisations?
- What were the challenges?
- What have you learnt, with particular reference to structural inequality and discrimination issues?
- How will this influence your practice in the future?

Impact

Impact: This section of the Capabilities Statement explains the difference that social workers can make to autistic adults through their knowledge, skills, and values, based on the Impact 'super domain' of the PCF - 'How we make a difference and how we know we make a difference. Our ability to bring about change through our practice, through our leadership, through our understanding, our context, and through our overall professionalism.' (BASW, 2018b; p.4). The Impact 'super domain' consists of the PCF domains 1 – Professionalism, 8 – Contexts and Organisations, and 9 – Professional Leadership.

Key messages from the Capabilities Statement for social work with autistic adults describes impact in the following way:

Professionalism: providing leadership in multi-agency work to ensure that care is managed in the community and not hospitals; protect the human rights of autistic adults

Preventing and de-escalating crises and behaviour that challenges

Be guided by the principle of prevention

Points and questions to aid critical reflection:

- Think of a situation from your practice when you feel you have demonstrated good social work practice as described in the key message
- Describe the situation to your supervisor or peers
- Reflect on what you did, your use of self and the approach (s) you took, theories and/or methods you used
- Explore your feelings in relation to the situation
- Consider your own values and the impact they had
- What went well from your perspective?
- What was the feedback from the person and/or their family?
- What were the views of other professionals/organisations?
- What were the challenges?
- What have you learnt, with particular reference to structural inequality and discrimination issues?
- How will this influence your practice in the future?

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Capabilities Statement: social work with autistic adults

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Cite as: BASW (2020) Capabilities Statement for social work with autistic adults Implementation resources: toolkits for social workers, organisations, people with lived experience and educators. BASW: Birmingham.

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