Social Work Online Team Training (SWOTT) toolkit

An Introduction to Neurodiversity

CASE STUDY: TRANSITION

Jake is a 19-year-old male who has recently completed his time at a specialist educational provision for people with learning disabilities. He has multiple diagnoses of autism, ADHD and a learning disability. Jake is transitioning from child to adult services, a process that presents significant challenges due to his complex needs. Having spent the majority of his life in a specialist educational environment, Jake is now preparing to leave this setting and begin accessing adult services. This transition is made more complicated by his multiple diagnoses, which requires careful consideration of both his neurodivergence and learning disability.

Jake struggles with communication, often relying on routines for comfort and predictability, whilst also having challenges to remain focused. He finds changes in his environment or routine distressing and requires additional support in navigating social situations and making independent decisions. Jake's family is very supportive, but they are also experiencing uncertainty about what the future holds for him as he moves into adult services. They have expressed concerns about his ability to live independently, manage relationships, and access appropriate support in the community. Despite these concerns, they remain hopeful that Jake will benefit from the right support and guidance.

Jake has recently been referred for an assessment to explore potential options for continued learning opportunities, supported living, and even possible employment. His family and the professionals involved in his care are working together to ensure that his transition is as smooth as possible, but there is significant concern about the gap in services between the child and adult systems, and the impact this might have on Jake's wellbeing and development.

QUESTIONS

- What are the main challenges Jake might face during his transition from child to adult services?
- How can professionals best support Jake's family during this transition period?
- What considerations should be made in terms of Jake's communication needs as he moves into adult services?

At the end of the discussion take 5 minutes to complete the critical reflection survey and get a certificate of completion.

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QUESTIONS (CONTINUED)

- What impact could the co-occurrence of both neurodivergence and learning disabilities have when planning support for someone like Jake?
- How can adult services ensure that they are providing a smooth and continuous service for individuals like Jake, who are transitioning from a specialist education setting?

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