

# **A Better Life Project;** Intensive Personalised Support (IPS) for Children and Young People

**Healthier, happier for longer - we make lives better**





Too many children with learning disabilities and or autism end up in long-term care as a result of not receiving the appropriate/required support at home.

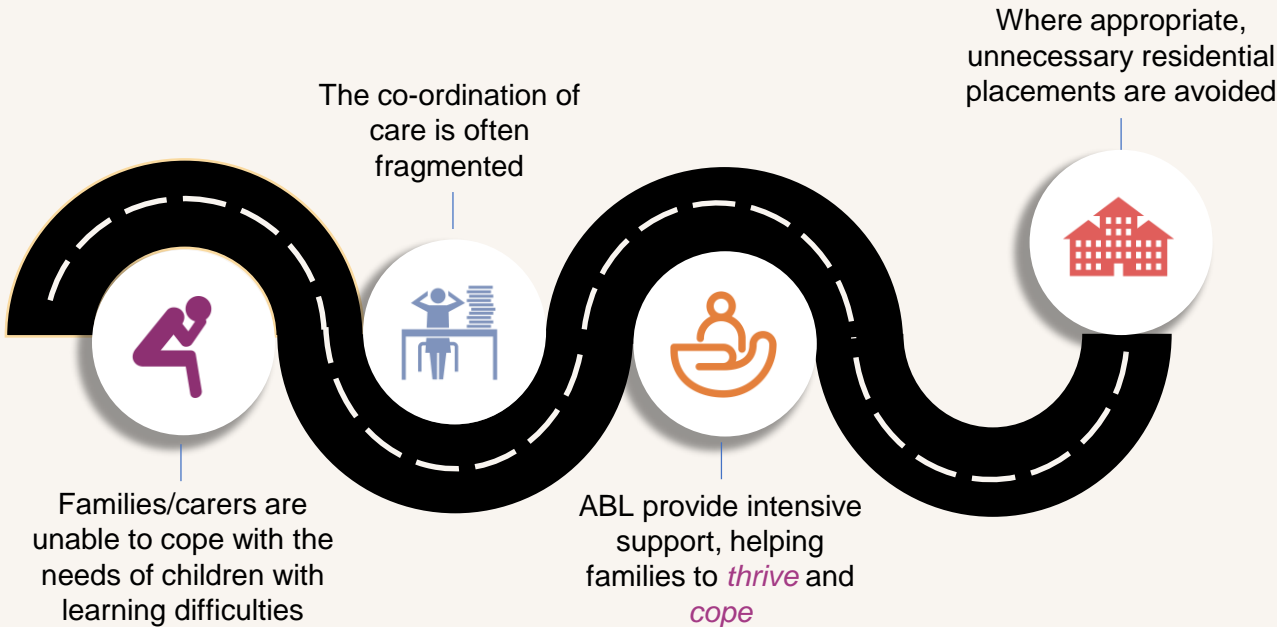
ABL have a solution...



# The problem

Too many children end up in the care system, leading to broken family relationships and unsustainable rising costs to local authorities.

250 children with a learning disability or autism are in mental health hospitals in England

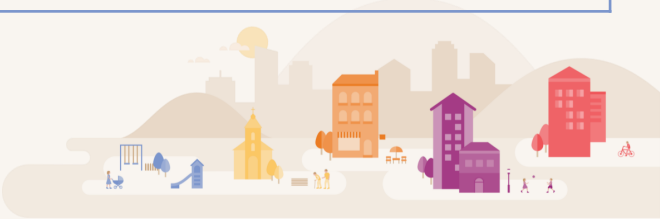


## Children enter the care system because:

- There is a lack of co-ordinated resources
- Families/carers are not able to deal with behaviours that are challenging
- Limited or No support for families to help them cope

## Children stay in the care system because:

- Poor systems/ lack of education
- Become institutionalised
- Lack of suitable options or alternatives



# Solution – Identify early and intervene with personal support

The **Intensive Personalised Support Service** is based around *Positive Behaviour Support* (PBS) - an intensive person centered approach to support children/young people who display or are at risk of displaying behaviours which challenge.

40,000 children under the age of 18 are believed to display challenging behaviour

## Intensive Personalised Support (IPS)



**What**

### Specialist behaviour support service

- Delivery and co-ordination of evidence based behaviour plans
- Practical support and advice



**Who**

### Multi-disciplinary approach

- Clinical psychologists
- Social workers
- Trained positive behaviour support workers
- Therapists (Play and Salt)
- Medical Director and GPs



**Where**

### Consistent co-ordination of plans across all settings

- Home
- Extended family
- School
- Social groups



**Why**

### Stability and improved outcomes for children

- Avoid crisis and avoidable referrals
- Reduce cost to the system which can be invested elsewhere

IPS involves understanding the child/young person as a whole. ABL's *holistic approach* considers mental/physical health and emotional needs to understand the reasons behind certain behaviours.

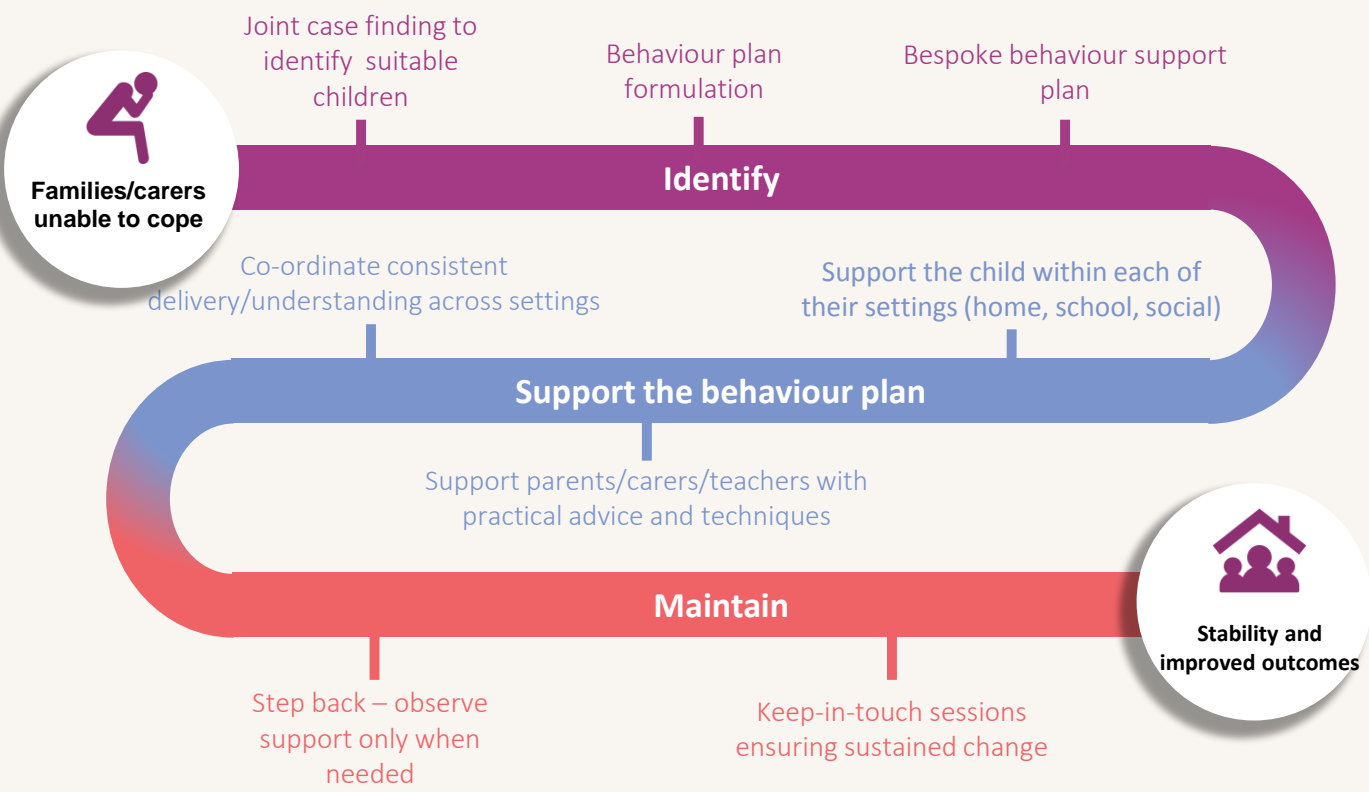


# IPS in practice

IPS is a *psychology led* service, the aim is to keep children and young people on the edge of care at home with their families, and at their current school.

- We focus on:

  - Creating a supportive physical, psychological and social environment that meets the C/YP's needs
  - Teaching C/YP new skills to replace challenging behaviours
  - Using practical interventions as a tool kit



- Client Journey:**

  1. Story Formulation and assessments
  2. Behaviour plans
  3. Intervention and ongoing evaluation of plans
  4. Step back
  5. Step away
  6. Outcomes
  7. Maintenance and support if required



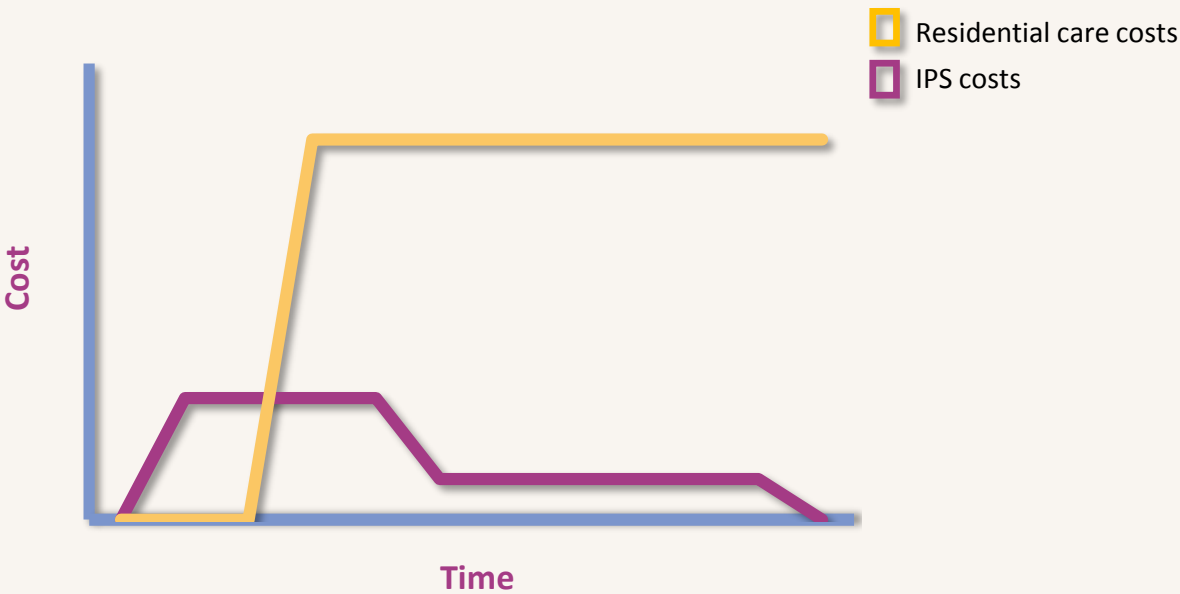
# Our model changes the financial dynamic

Residential care and education places a significant financial burden on local authorities.

Commissioners often have little/no control over unplanned, high costs.

When a young person need to access services the cost can escalate quickly and are often high for a long duration, potentially over many years.

Residential and education placements can cost in the region of £300,000 p/a



The current financial situation in paying for full time residential and education is not sustainable for commissioning bodies

ABL’s model is more *financially sustainable* for commissioners.

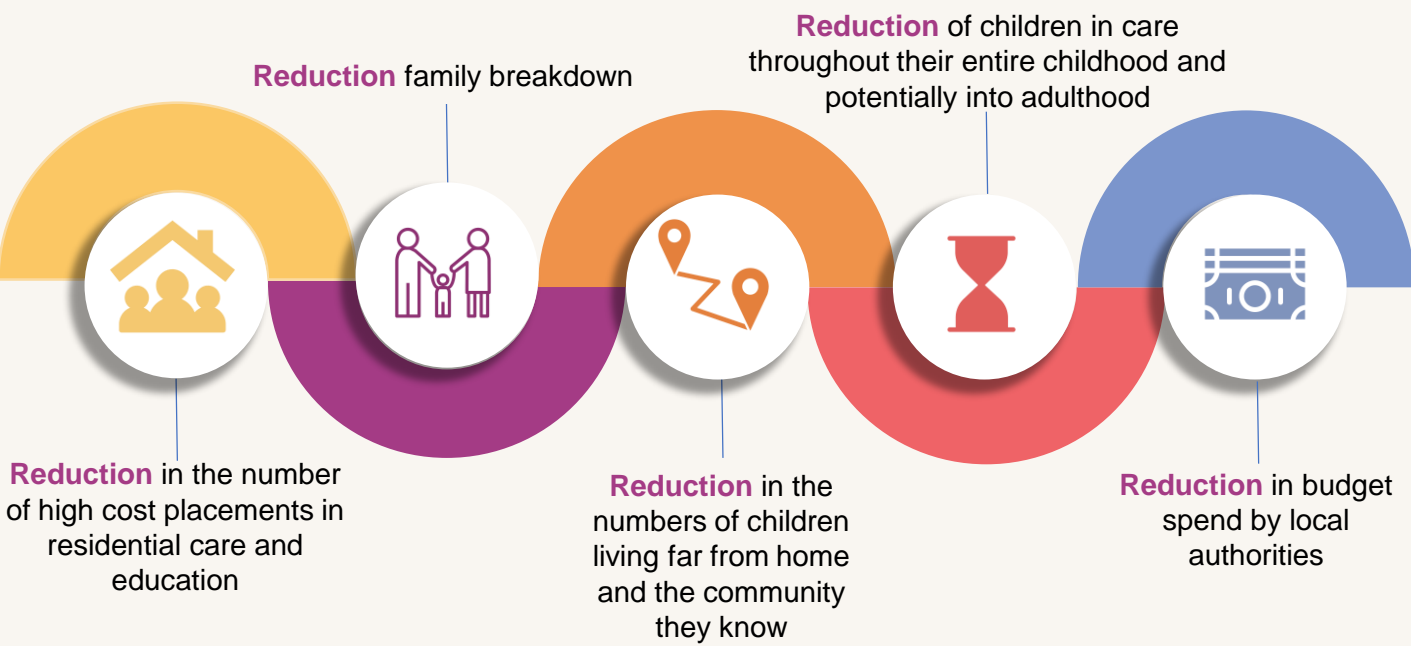
ABL’s initial costs for service delivery are significantly lower than the cost of residential placements, these *costs will reduce* when behaviours are better managed by all involved and IPS is no longer required.



# IPS Benefits

There are many benefits of IPS, providing the right support for a child/young person, their family/friends and professionals to help them *learn new skills* and lead a meaningful life.

IPS is not just about getting rid of problematic behaviour.



### Outcomes of IPS:

- Increased awareness of emotion
- Reduction in unhelpful behaviours
- Increase in adaptive behaviours
- Able to be support at home by family
- More engaged in education
- Better understanding and support from education staff
- Greater sense of contentment



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