



Buckinghamshire, Oxfordshire
and Berkshire West
Integrated Care Board

Autism, Mental Capacity Assessment and Reasonable Adjustments

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Autism / Crisis Care Pathway Development Manager

Aims

- Introduce Autistic Functioning
- Mental Capacity Assessment and Autistic Challenges
- Present a Model of Reasonable Adjustments for Autistic People
- Implementing Model into Mental Capacity Assessments

The case for an adjustment framework

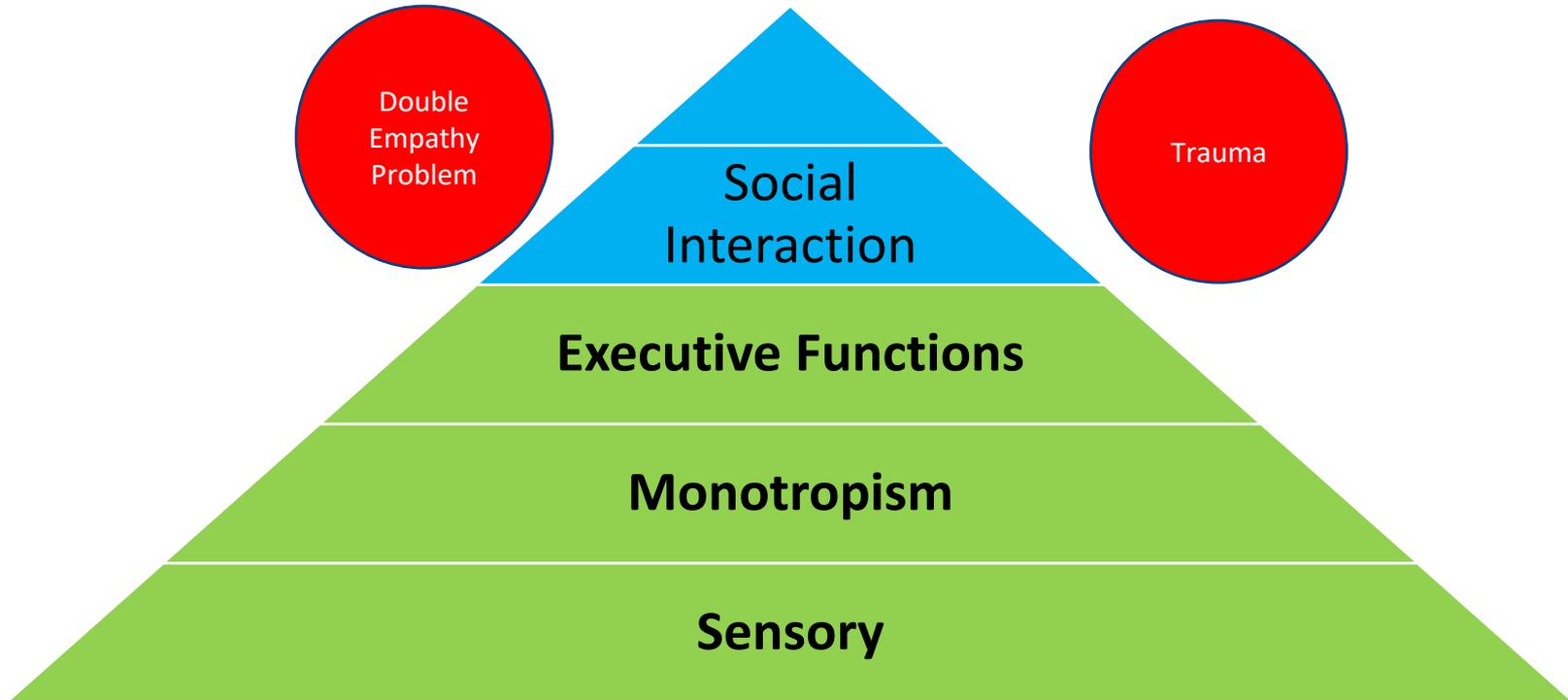
- **Reduced Life Expectancy (Stott and O’Nions 2023)**
 - Autistic men – 74.6 years v 80 years
 - Autistic women – 76.8 years v 83 years

- **Barriers to health care (and life opportunities) (Brede 2022)**
 - Environment
 - Communication & Interaction
 - Information
 - Predictability
 - Lack of Understanding

- **Equality Act 2010**

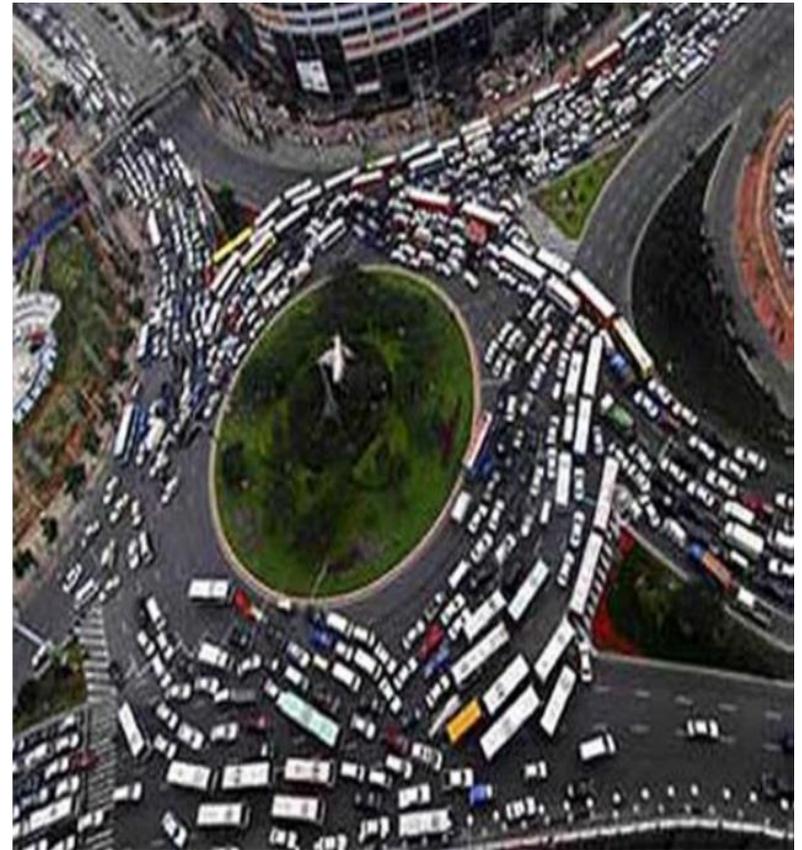


Autism





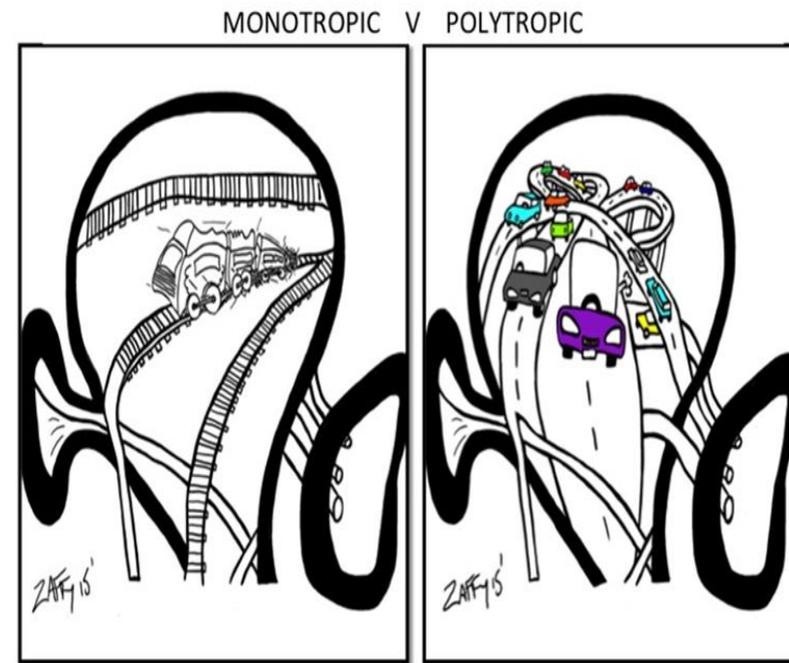
Sensory Challenge

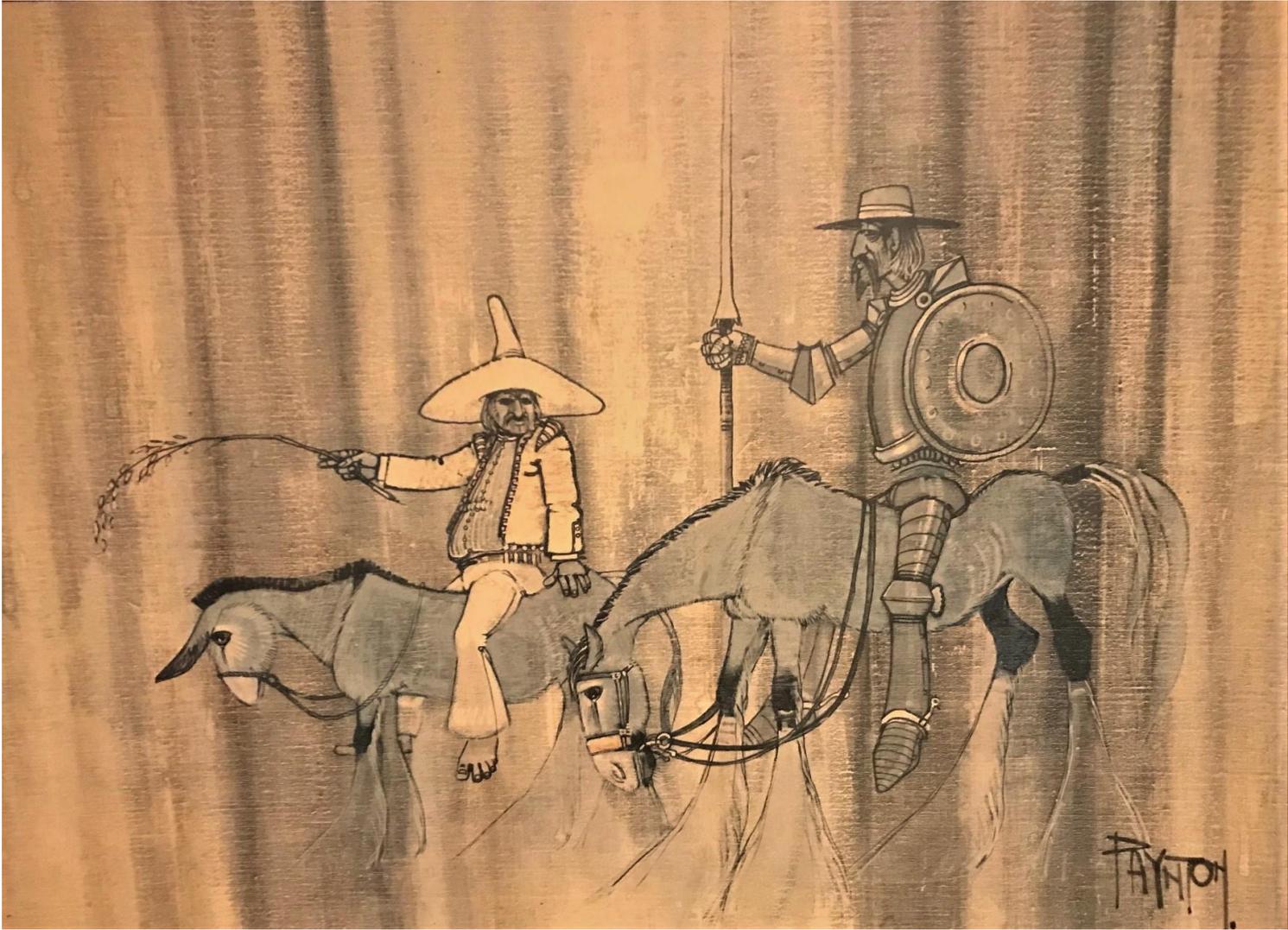


Monotropic Style

“A tendency to focus attention on one thing at a time, with difficulty shifting attention and processing multiple stimuli which might support understanding.”

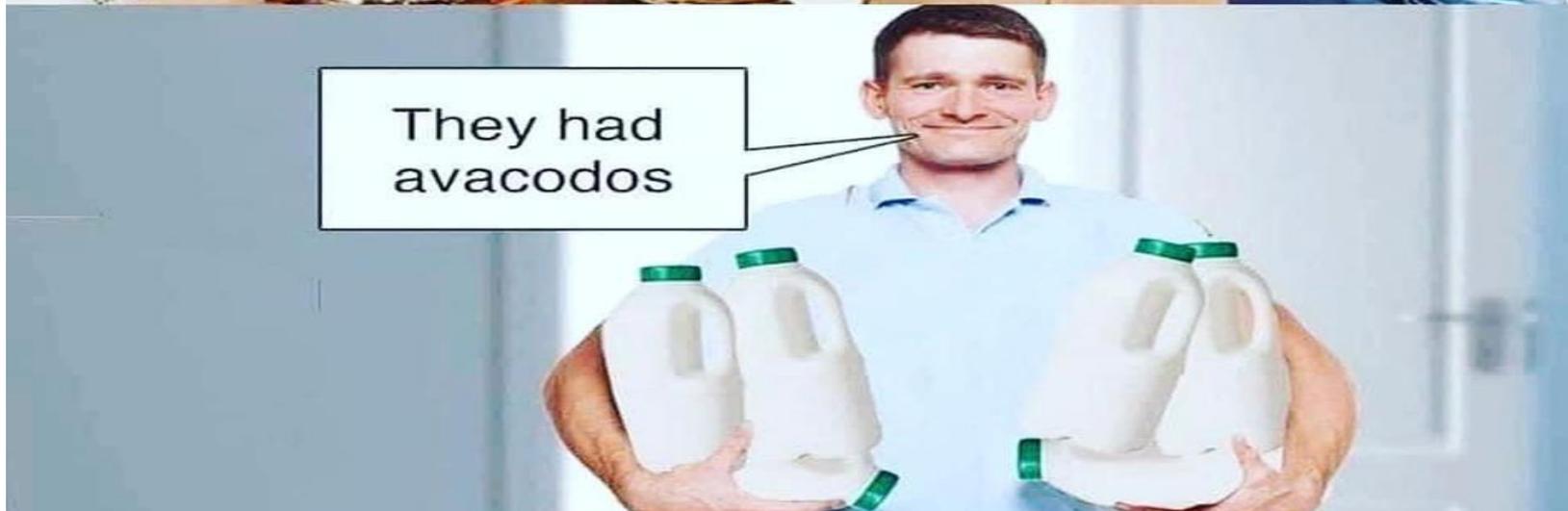
Murray / Lawson / Milton





Monotropism
&
Communication





Challenges for MCA Process

Functionality Test

Understanding Relevant Information

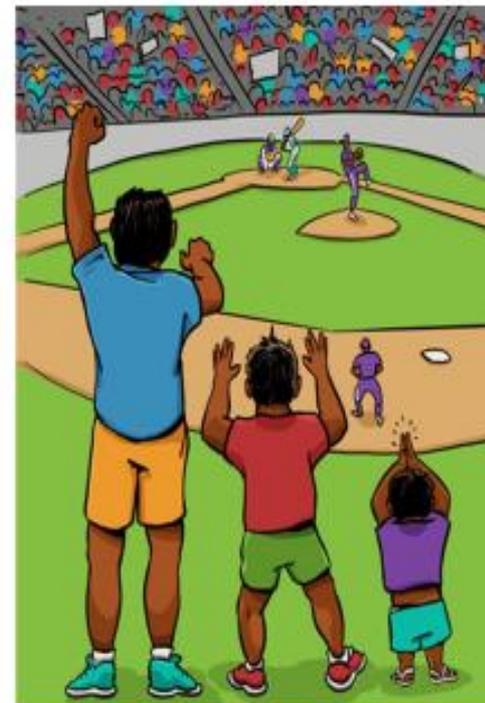
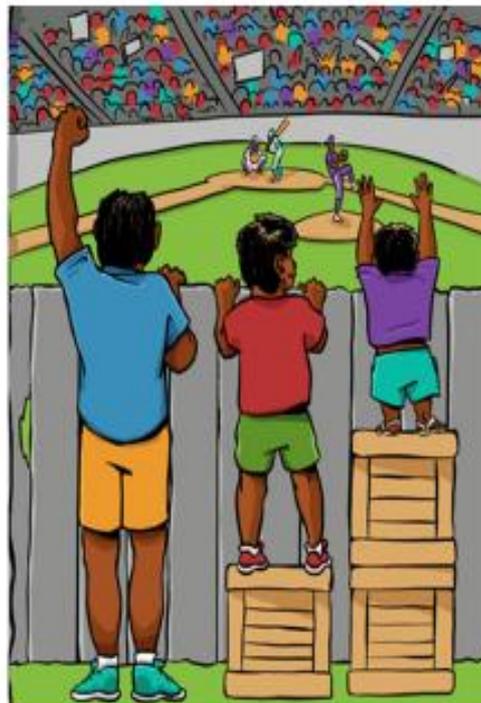
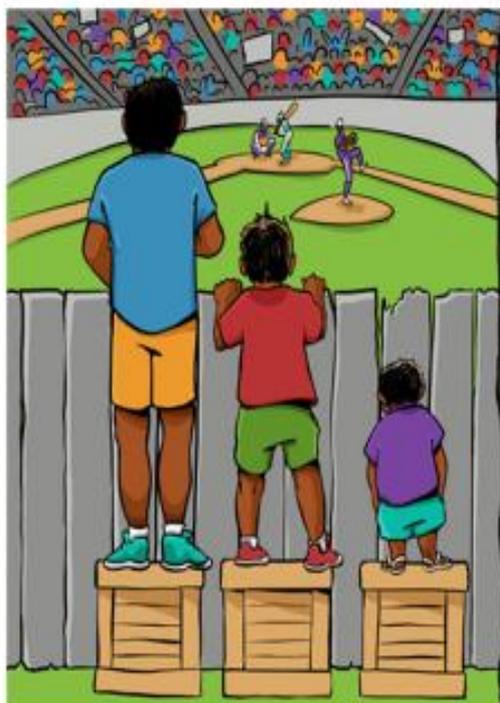
Retaining Information

Using or Weighing the Information

Communicating Views, Wishes and Feelings



Equality Act 2010



Autism and Anxiety



Over half of autistic adults will be diagnosed with an anxiety disorder in their lifetime, with many more experiencing symptoms of anxiety affecting day to day life

Lever & Geurts (2016)

Anxiety disorders affect over 40% of autistic children compared with just 3% of non-autistic children

Simonoff et al (2008)

Adjustment Framework

Acceptance

Predictability

Information

Processing

Sensory



Adjustment Framework



Acceptance ▶

Predictability

Information

Processing

Sensory

- **The Autistic Identity**
- **The Lived Experience**
- **The Autistic Nuances**
- **Adapting Our Approach**
- **Knowledge / Understanding**

Adjustment Framework



Acceptance

Predictability

Information

Processing

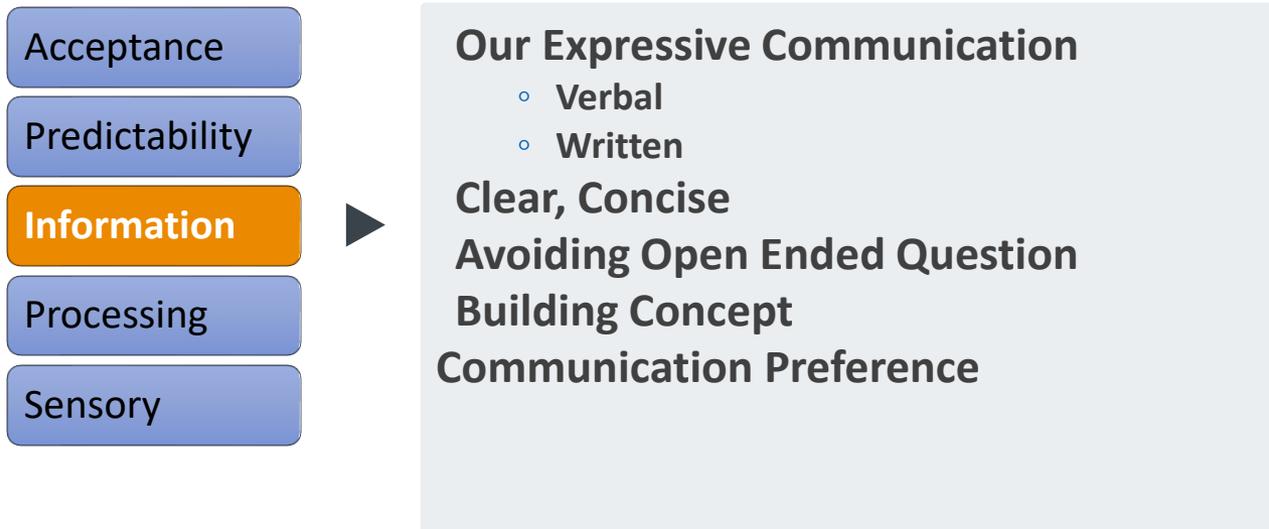
Sensory

- **Reducing Uncertainty**
- **Providing Predictability**
- **Preparing the Person**

- **What, Why, When, How, Where and Who**

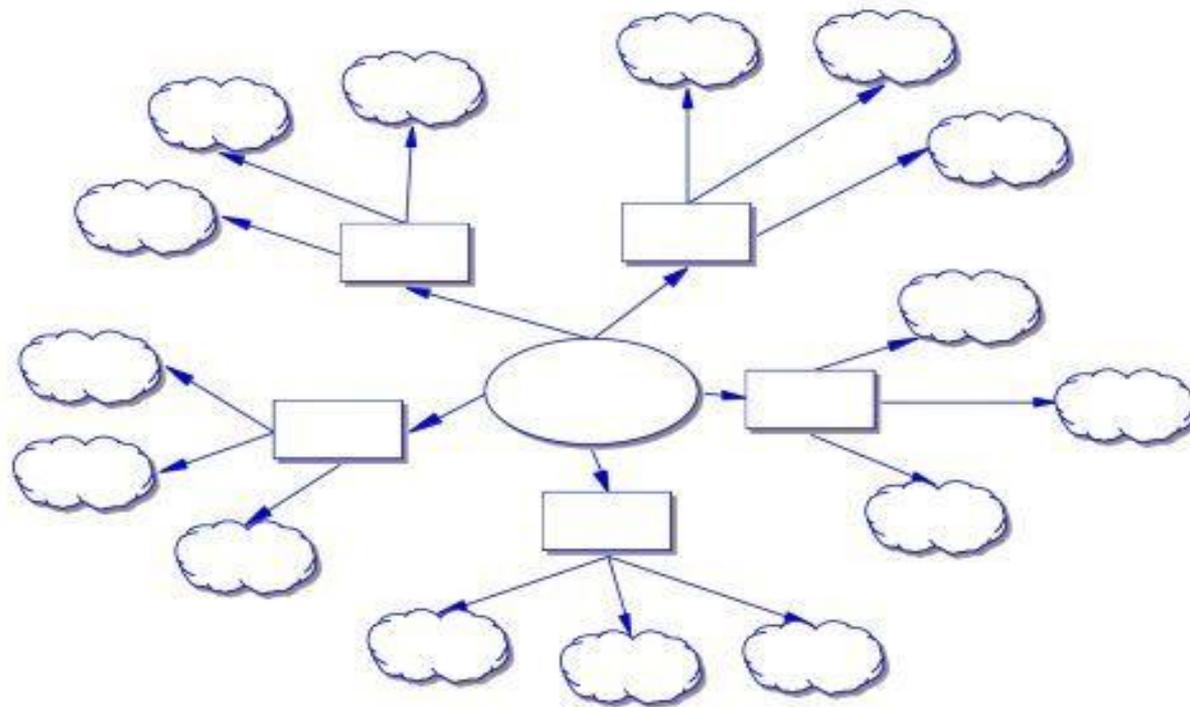


Adjustment Framework

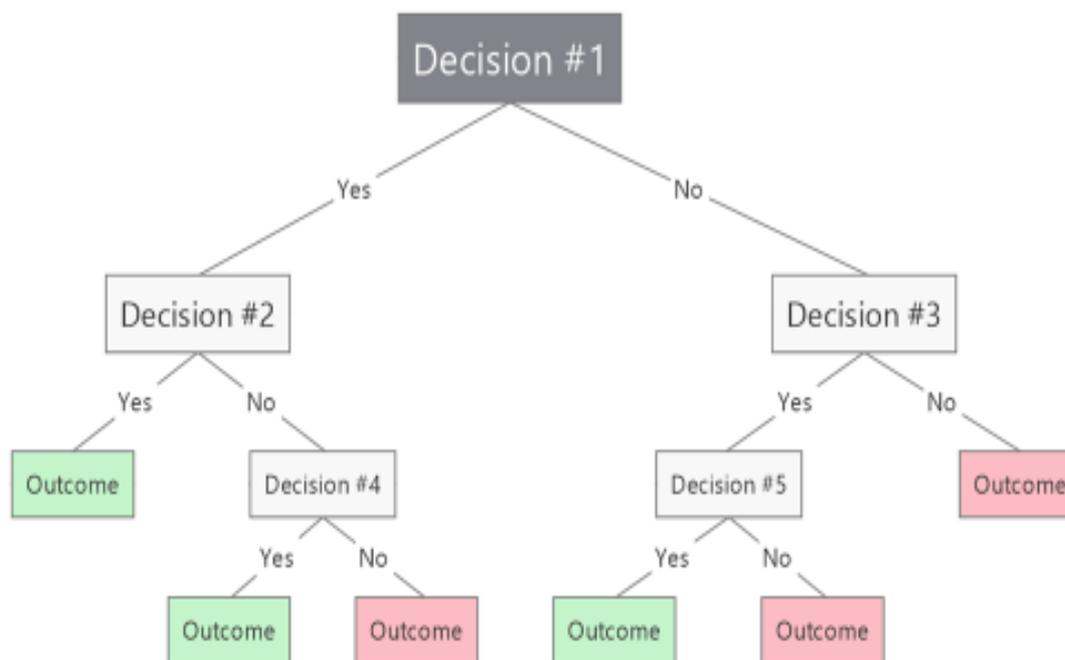


Concept Mapping

CONCEPT MAP



Mapping Decision Options / Consequence





Adjustment Framework

Acceptance

Predictability

Information

Processing

Sensory



- **Advance Preparation**
- **Appointment Reminder**
- **Environment**
- **Verbal Working Memory**
- **Processing / Responding Time**
- **Take Away Information**



Adjustment Framework

Acceptance

Predictability

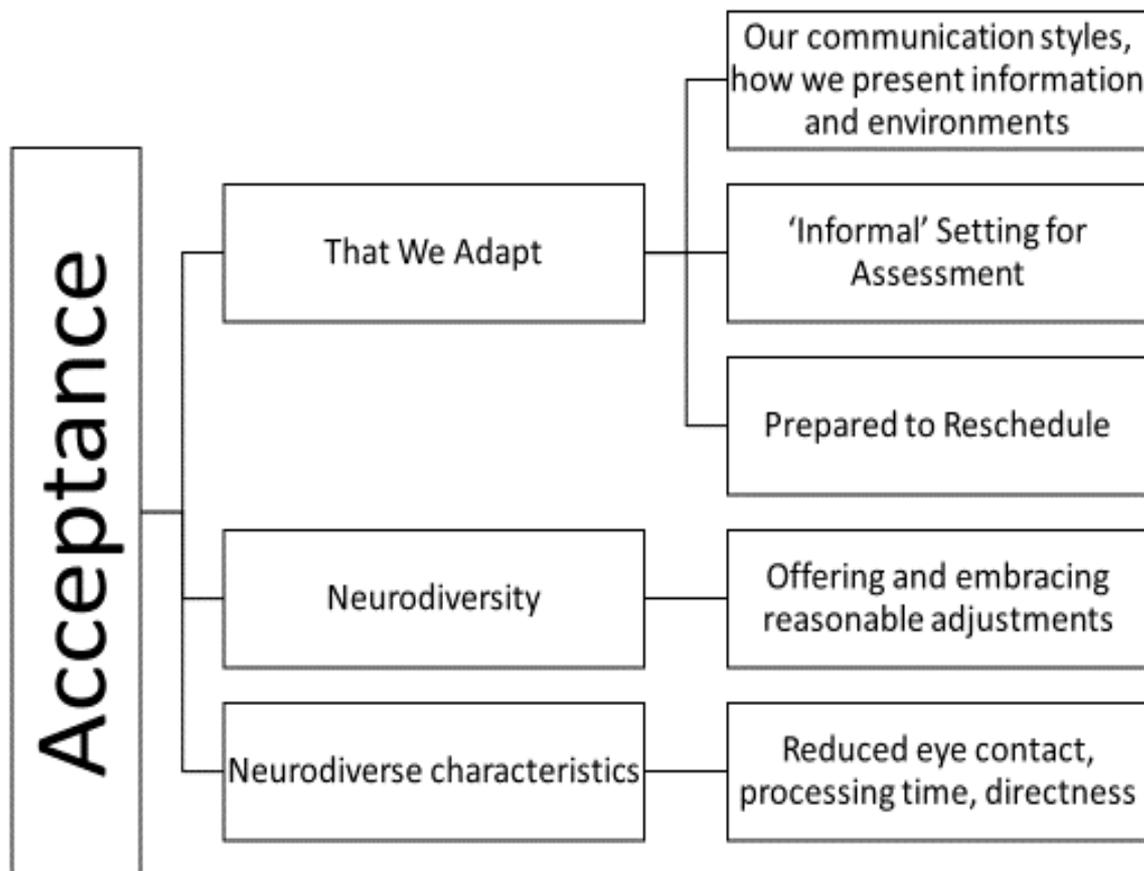
Information

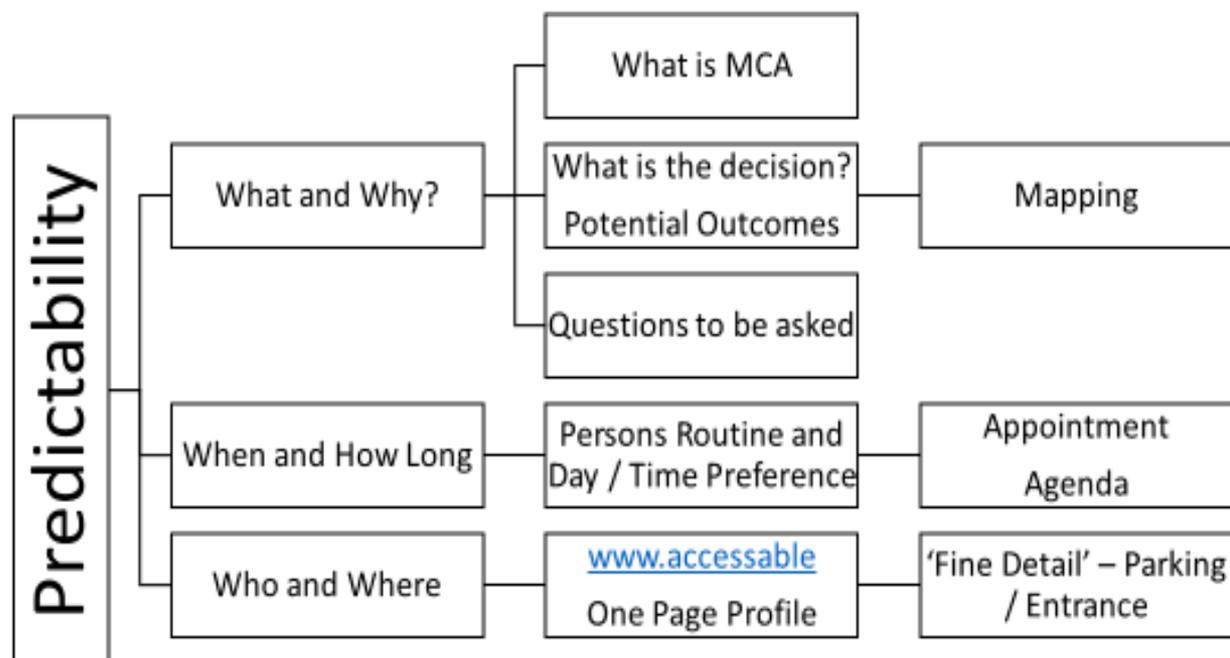
Processing

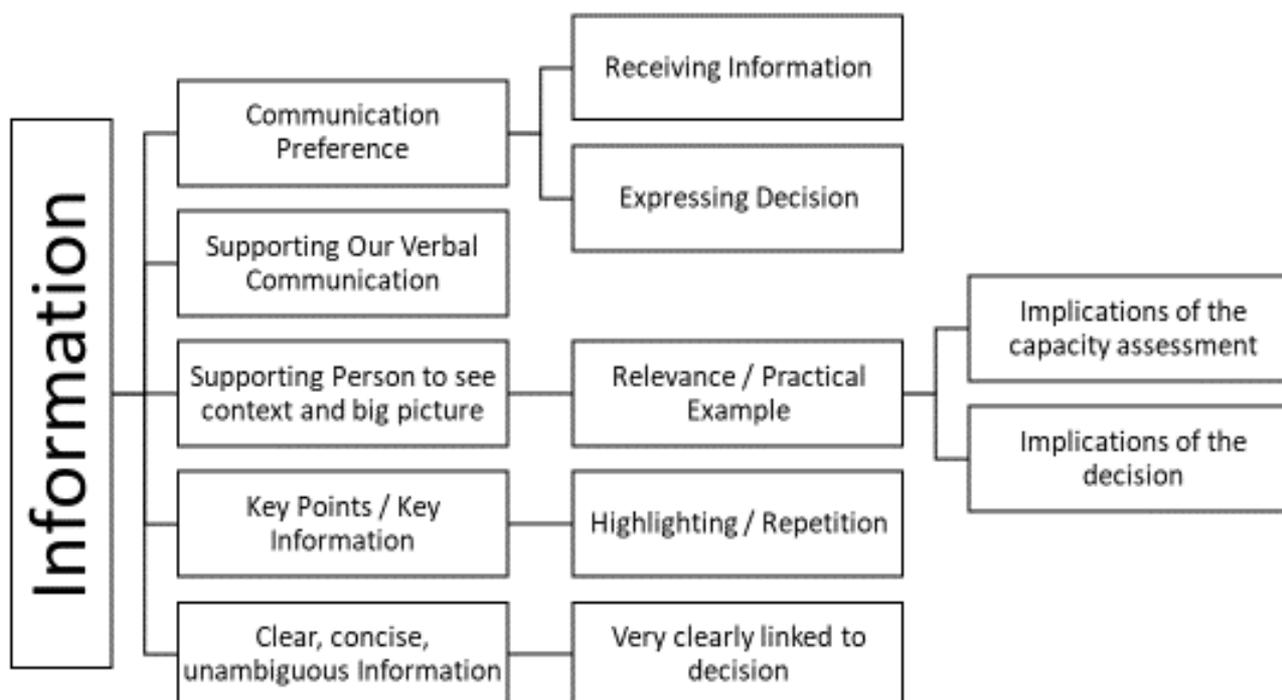
Sensory

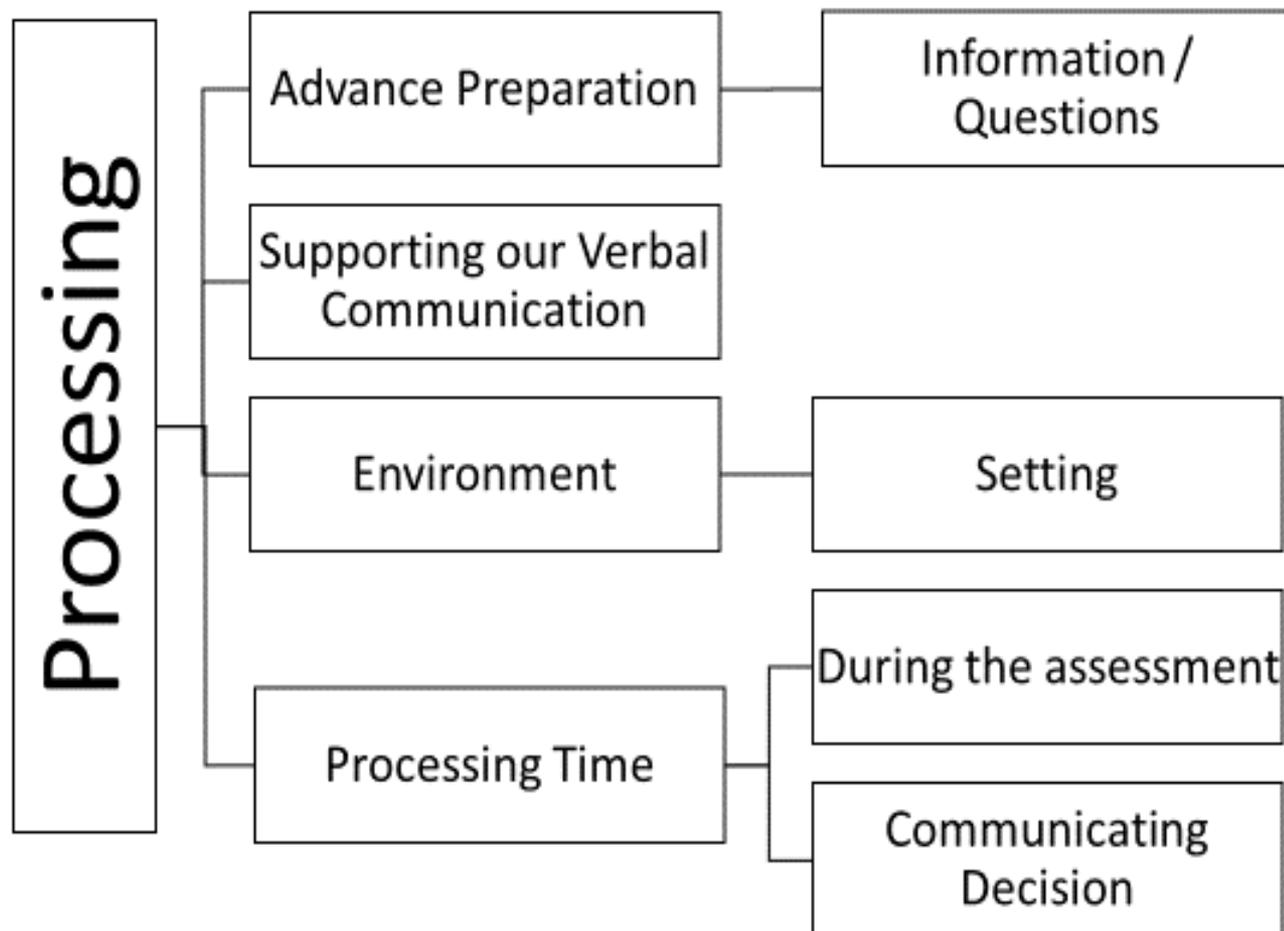
- **Environment:**
 - **Visual / Auditory**
 - **Aromatic / Tactile**
- **Your Sensory Challenges**
- **Personal Sensory Adaptations**
- **Self-Regulation**

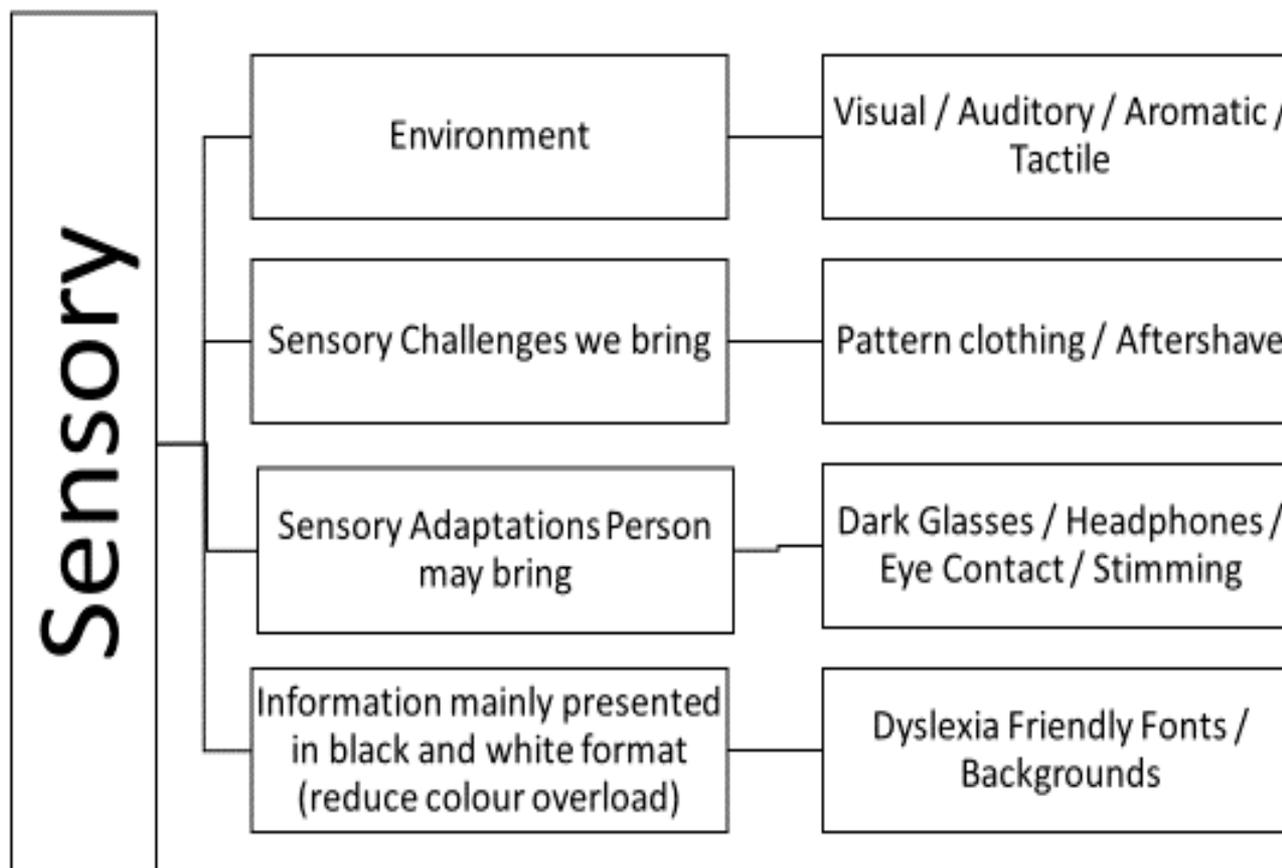
APIPS for Mental Capacity Assessments











Neuro-Inclusion Passport

This passport is available for anyone who is autistic/ADHD/dyslexic (or have other forms of neurodivergence) and is designed to improve your appointment experience when using our services. This passport is available to you if you are formally diagnosed, on a waiting list or self-identifying as neurodivergent.

Name:		NHS Number:	
Preferred Name:		Date of Birth:	
Pronouns:		Date Completed:	
My Neurodivergence (tick all that apply)	<input type="checkbox"/> Autism <input type="checkbox"/> ADHD <input type="checkbox"/> Dyslexia <input type="checkbox"/> other -	I prefer my identity described as: Identity first - <i>an autistic person</i> . Person first - <i>a person with autism</i> .	<input type="checkbox"/> identity first <input type="checkbox"/> person first <input type="checkbox"/> don't mind <input type="checkbox"/> other -
My Hobbies and Interests:			
My preferred ways of contact or communication (tick all that apply)	<input type="checkbox"/> phone call <input type="checkbox"/> texting <input type="checkbox"/> e-mail <input type="checkbox"/> in person <input type="checkbox"/> written <input type="checkbox"/> virtual/online <input type="checkbox"/> AAC <input type="checkbox"/> don't mind <input type="checkbox"/> other -	I find these ways of contact or communication difficult (tick all that apply)	<input type="checkbox"/> phone call <input type="checkbox"/> texting <input type="checkbox"/> e-mail <input type="checkbox"/> in person <input type="checkbox"/> written <input type="checkbox"/> virtual/online <input type="checkbox"/> don't mind <input type="checkbox"/> other -
Do you have any other communication requirements we should be aware of? Here are some examples of what you may wish to include here. I can be very literal/I need time to process and respond/I prefer direct questions/ find eye contact difficult/I may be very direct			
The following can cause anxiety or make an appointment more difficult (tick all that apply):			
<input type="checkbox"/> unfamiliar places <input type="checkbox"/> new people <input type="checkbox"/> travel to appointment <input type="checkbox"/> unexpected changes <input type="checkbox"/> busy waiting rooms	<input type="checkbox"/> too many people <input type="checkbox"/> starting/finishing late <input type="checkbox"/> bright lighting <input type="checkbox"/> busy patterns/clutter <input type="checkbox"/> background noises	<input type="checkbox"/> smells/aromas <input type="checkbox"/> certain textures <input type="checkbox"/> unexpected touch <input type="checkbox"/> describing emotions	<input type="checkbox"/> other -

The following help me feel prepared for an appointment (tick all that apply):	
<input type="checkbox"/> venue details <input type="checkbox"/> car parking arrangements <input type="checkbox"/> public transport information <input type="checkbox"/> who I am meeting (and their roles) <input type="checkbox"/> appointment duration <input type="checkbox"/> what will happen during the appointment <input type="checkbox"/> clear agenda <input type="checkbox"/> information/forms to be sent in advance	<input type="checkbox"/> details of information required from me (i.e. medical history) <input type="checkbox"/> appointment reminder (including what I need to bring) <input type="checkbox"/> other -
Helpful adjustments for appointments (tick all that apply)	Extra considerations for virtual/online appointments (tick all that apply)
<input type="checkbox"/> a quiet area to wait <input type="checkbox"/> start or end of day appointment <input type="checkbox"/> clear agenda followed <input type="checkbox"/> supporting written material <input type="checkbox"/> supporting diagrams/pictures <input type="checkbox"/> consider/discuss appointment length <input type="checkbox"/> time to respond to questions <input type="checkbox"/> environmental adjustments <input type="checkbox"/> lights off <input type="checkbox"/> quiet room <input type="checkbox"/> not too many people in room <input type="checkbox"/> short break during meeting <input type="checkbox"/> recapping previous appointment	<input type="checkbox"/> I prefer my camera off <input type="checkbox"/> I prefer your camera off <input type="checkbox"/> staying on mute unless speaking <input type="checkbox"/> using the hand function for turn taking <input type="checkbox"/> texting in chat box (rather than speaking) <input type="checkbox"/> I prefer you to have a neutral/plain background
Any other considerations for appointments (please specify):	
If you have any sensory requirements, we recommend bringing any of the following to your appointment (tick any that apply)	
<input type="checkbox"/> dark glasses <input type="checkbox"/> headphones (noise cancelling/music) <input type="checkbox"/> fidget device <input type="checkbox"/> something soothing to hold	<input type="checkbox"/> masking scent <input type="checkbox"/> other -
After the appointment I would find the following useful (tick all that apply):	
<input type="checkbox"/> summary of main items discussed <input type="checkbox"/> list of key tasks or actions <input type="checkbox"/> information on the next appointment	<input type="checkbox"/> other -
Signs I am becoming overwhelmed (please describe):	What to do when I am feeling overwhelmed (please describe):

Suggested Reading List

- Armstrong, T., (2011) *The Power of Neurodiversity: Unleashing the advantages of your differently wired brain*, Da Capo Press
- Baron-Cohen, S. (2011) *Zero Degrees of Empathy, A new theory of human cruelty and kindness* (Penguin Books)
- Baron-Cohen, S. (2020) *The Pattern Seekers: A new theory of human invention* (Penguin Books)
- Lawson, W. (2011). *The Passionate Mind: How People with Autism Learn*. London: Jessica Kingsley Publishers.
- Milton, Damian (2020) *The double empathy problem*. In: International Conference on 'Neurodiversity: A Paradigm Shift In Higher Education & Employment', 3-4 Dec 2020, Dublin, Ireland (online). (Unpublished)
- Murray, D., Lesser, M., & Lawson, W. (2005). Attention, monotropism and the diagnostic criteria for autism. *Autism*, 9(2), 139–156.
- NDTi (2020) "It's not Rocket Science" Considering and meeting the sensory needs of autistic children and young people in CAMHS inpatient services.