

South Edinburgh CAMHS ASD Pathway 2018

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Initial problem / starting context

- Families say “assessments take a long time” & data says ~ 36 weeks
- Experienced staff notice significant variance in quality of evidence & in timescale
- ASD assessments are ~ 20% of referrals. So small changes ➡ significant impact

Specific aims

Reduce variance - Reduce “no value added” waits - Maintain quality

Process mapping & narrowing our focus

ASD assessments comprise both generic & specialist components. Factors impacting variance in quality & timescale were unclear & multiple. We process mapped (several types). We defined our sphere of action. We created several “Ideas to Test” on individual components / on the waits between components / and on sources of variance between caseholders

Ideas to test (I2T)

- Standardise Assessment Flowchart & ASD Resources for staff (? variance)
- Set up ASD Formulation meetings (? flow)
- School Telephone Info’ Interview for contextual info’ (? efficiency & quality)
- Plan 80% of max demand capacity for ADOSs (? flow)

Tools

Process Map / Run chart (ADOS clinic data)
PDSA Ramps / Tests during ordinary care

Effects of change

Positive informal staff feedback on standardised pathway, resources and information.
Formal staff feedback on Telephone Info’ Interview (Poster 2).
Pre & post I2T data on ADOS waits is nearly ready (80% max I2T).
Flow is being evaluated (Formulation meeting I2T).

Lessons learned

- Process mapping helped break a complex problem down.
- Clarifying types of variance helped us focus our Ideas to Test.
- Pitching an Idea to Test with a quick review helped get management buy-in.
- Getting small amounts of the right data is essential (before & after).
- Recruit your team’s early adopters!

