Unit 4222-378 Understand how to support individuals with autistic spectrum conditions (LD 310)

Level: **3**
Credit value: **3**
UAN: **T/601/5317**

Unit aim

The unit provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the main characteristics of autistic spectrum conditions
2. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them
3. Understand different theories and concepts about autism
4. Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions
5. Understand how to achieve effective communication with individuals with an autistic spectrum condition
6. Understand how to support individuals with an autistic spectrum condition

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Unit 4222-378 Understand how to support individuals with autistic spectrum conditions (LD 310)

Assessment Criteria

Outcome 1 Understand the main characteristics of autistic spectrum conditions

The learner can:

1. explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
2. analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'
3. explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
4. describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
5. describe other conditions that may be associated with the autistic spectrum
6. describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum.

Outcome 2 Understand how autistic spectrum conditions can impact on the lives of individuals and those around them

The learner can:

1. describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
2. explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
3. explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
4. describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition.

Outcome 3 Understand different theories and concepts about autism

The learner can:

1. explain theories about autism related to
   - brain function and genetics
   - psychology
2. explain why there are alternative choices of terminology used to describe the autism spectrum
3. describe the strengths and limitations of different types of terminology
4. explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
5. outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
6. explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum.

Outcome 4 Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions

The learner can:

1. identify what legislation and national and local policy and guidance exists
2. explain what individuals or situations the legislation, national and local policy and guidance applies to
3. explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs.

Outcome 5 Understand how to achieve effective communication with individuals with an autistic spectrum condition

The learner can:

1. give examples of how 'challenging behaviour' can be a way of expressing emotions where there are communication differences
2. describe methods and systems used to develop and support an individual's communication
3. explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style.

Outcome 6 Understand how to support individuals with an autistic spectrum condition

The learner can:

1. explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs
2. explain why consultation with families/parents/carers is important in person-centred planning and support
3. describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
4. explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
5. explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
6. explain how needs change for individuals and their families at different stages of their lives
7. describe the role that advocacy can play in the support of individuals with an autistic spectrum condition.

Unit 4222-378 Understand how to support individuals with autistic spectrum conditions (LD 310)

Additional guidance

The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

- An **individual** is someone requiring care or support
- **Specific preferences and needs** includes:
  - routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc
- **Harm** may include: being taken advantage of because of lack of social understanding; violating the law without realising s/he is doing something harmful; abuse; extreme anxiety etc