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| Unit Title: Support individuals with autistic spectrum conditions | | |
| URN: M/504/2196 |  |  |
| Credit Value: 4 |  |  |
| Level: 3 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand legislative frameworks that relate to individuals with autistic spectrum conditions.** | | | |
| 1.1 Outline the legislative frameworks that relate to an individual with autistic spectrum condition. |  |  |  |
| 1.2 Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition. |  |  |  |
| **2 Understand the main characteristics of autistic spectrum conditions.** | | | |
| 2.1 Outline a range of theories on autistic spectrum condition. |  |  |  |
| 2.2 Explain the characteristics of autistic spectrum conditions. |  |  |  |
| 2.3 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition. |  |  |  |
| 2.4 Describe other conditions that may be associated with the autistic spectrum. |  |  |  |
| 2.5 Describe how language and intellectual abilities vary across the autistic spectrum. |  |  |  |

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| **3 Be able to support individuals with autistic spectrum conditions.** | | | |
| 3.1 Describe an individual’s experience of the autistic spectrum condition and it’s characteristics. |  |  |  |
| 3.2 Support an individual to understand the impact of their autistic condition on themselves and others. |  |  |  |
| 3.3 Encourage an individual to recognise the strengths of their characteristics. |  |  |  |
| 3.4 Support an individual with an autistic spectrum condition to develop their personal skills. |  |  |  |
| 3.5 Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition. |  |  |  |
| **4 Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication.** | | | |
| 4.1 Identify specific methods of communication for an individual. |  |  |  |
| 4.2 Use specific methods of communication to support interactions with an individual. |  |  |  |
| 4.3 Ascertain patterns of behaviour associated with an individual’s autistic spectrum condition. |  |  |  |
| 4.4 Support an individual in ways that recognise the significance and meaning of their behaviour. |  |  |  |

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| **5 Be able to support individuals with transitions and change.** | | | |
| 5.1 Support an individual with autistic spectrum condition to make transitions. |  |  |  |
| 5.2 Work with an individual and other to recognise routines that are important to the individual. |  |  |  |
| 5.3 Support an individual during changes to their routines. |  |  |  |
| 5.4 Enable an individual to use routines to make sense and order of their daily life. |  |  |  |
| 5.5 Recognise how to make adaptations to the physical sensory environment to:  • Reduce sensory overload  • Increase sensory simulation. |  |  |  |
| 5.6 Work with an individual and others to develop strategies that help them manage their physical and sensory environment. |  |  |  |

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

**Assessor sign off of completed unit:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date: