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| Unit Title: Promote good practice in the support of individuals with autistic spectrum conditions | | |
| URN: A/601/5318 |  |  |
| Credit Value: 7 |  |  |
| Level: 5 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions** | | | |
| 1.1 Analyse the defining features of autistic spectrum conditions and the impact on practice |  |  |  |
| 1.2 Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum |  |  |  |
| 1.3 Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions |  |  |  |
| 1.4 Review historical and current perspectives on the causes of autism |  |  |  |
| 1.5 Explain the importance of a person centred approach, focussing on the individual not the diagnosis |  |  |  |
| 1.6 Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an autistic spectrum condition |  |  |  |
| **2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions** | | | |
| 2.1 Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions |  |  |  |

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| 2.2 Explain the applicability of legislation, policies and guidance to people, services or situations |  |  |  |
| 2.3 Explain the impact of legislation, policies and guidance on the provision of services |  |  |  |
| 2.4 Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change |  |  |  |
| **3 Be able to promote good practice in the support of individuals with an autistic spectrum condition** | | | |
| 3.1 Enable workers to apply different approaches, interventions and strategies according to the individual’s needs and wishes identified in their person centred support plan |  |  |  |
| 3.2 Develop practice guidance to maximize consistency and stability in the environment |  |  |  |
| 3.3 Ensure use of structured activities to optimise individuals’ learning |  |  |  |
| 3.4 Demonstrate ways of supporting others to minimise the vulnerability of individuals with autistic spectrum conditions |  |  |  |
| 3.5 Implement strategies which support others to apply, monitor and review positive behaviour support with individuals |  |  |  |
| 3.6 Support others to work in partnership with parents and/or other informal carers or support networks |  |  |  |
| 3.7 Evaluate working practices and strategies in order to maintain good practice and recommend changes |  |  |  |
|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **4** **Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition** | | | |
| 4.1 Analyse the implications for practice of the link between behaviour and communication |  |  |  |
| 4.2 Develop strategies to support others to understand the link between behaviour and communication |  |  |  |
| 4.3 Liaise with family/carers and relevant professionals involved with individuals to maximise the effectiveness of communication |  |  |  |
| 4.4 Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them |  |  |  |
| **5** **Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world** | | | |
| 5.1 Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience |  |  |  |
| 5.2 Develop, with appropriate professional support, a sensory management strategy |  |  |  |
| 5.3 Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing |  |  |  |
| 5.4 Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual |  |  |  |

**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: