Unit 4222-253 Introductory awareness of autistic spectrum conditions (LD 210)

Level: **2**
Credit value: **2**
UAN: **M/601/5316**

Unit aim

The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person centred support.

Learning outcomes

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

1. Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties
2. Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals
3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition
4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition
5. Understand how to communicate effectively with individuals on the autistic spectrum

Guided learning hours

It is recommended that **17** 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.

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Assessment Criteria

Outcome 1 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties

The learner can:

1. describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others
2. identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships
3. outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum.

Outcome 2 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals

The learner can:

1. explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests
2. describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms
3. identify other conditions which may be associated with an autistic spectrum condition
4. outline the sensory difficulties experienced by many individuals with an autistic spectrum condition.

Outcome 3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition

The learner can:

1. describe behavioural characteristics associated with autistic spectrum conditions
2. identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours
3. describe what to do if an individual is highly anxious or stressed.

Outcome 4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition

The learner can:

1. explain why it is important to have in place structures and routines which match the wishes and needs of the individual
2. identify formal and informal support networks for an individual with an autistic spectrum condition
3. explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition
4. describe ways of ensuring that support provided is consistent, both within own approach and with that of others
5. describe how to contribute towards the learning of an individual with an autistic spectrum condition.

Outcome 5 Understand how to communicate effectively with individuals on the autistic spectrum

The learner can:

1. explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition
2. identify aspects of the environment that affect communication with an individual
3. describe how to reduce barriers to communication with an individual
4. outline the use of visual communication systems for individuals who have an autistic spectrum condition
5. identify who could provide advice about effective communication with an individual.

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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
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates