

**Unit Title:** Understand how to support individuals with autistic spectrum conditions

Sector unit reference: LD310

Level: 3

Credit value: 3

Guided learning hours: 28

Unit accreditation number: T/601/5317

### Unit purpose and 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.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the main characteristics of autistic spectrum conditions	1.1 Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests 1.2 Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the “triad of impairments” 1.3 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 1.4 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition 1.5 Describe other conditions that may be associated with the autistic spectrum	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	1.6 Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum	
2 Understand how autistic spectrum conditions can impact on the lives of <b>individuals</b> and those around them	2.1 Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them  2.2 Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment  2.3 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  2.4 Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition	An <b>individual</b> is someone requiring care or support
3 Understand different theories and concepts about autism	3.1 Explain theories about autism related to a) brain function and genetics b) psychology  3.2 Explain why there are alternative choices of terminology used to describe the autism spectrum  3.3 Describe the strengths and limitations of different types of terminology  3.4 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	3.5 Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis  3.6 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	
4 Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1 Identify what legislation and national and local policy and guidance exists  4.2 Explain what individuals or situations the legislation, national and local policy and guidance applies to  4.3 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	
5 Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1 Give examples of how “challenging behaviour” can be a way of expressing emotions where there are communication differences  5.2 Describe methods and systems used to develop and support an individual’s communication  5.3 Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
6 Understand how to support individuals with an autistic spectrum condition	6.1 Explain why it is important to establish a person-centred plan catering to an individual's <b>specific preferences and needs</b> 6.2 Explain why consultation with families/parents/carers is important in person-centred planning and support 6.3 Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills 6.4 Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment 6.5 Explain ways of helping an individual with an autistic spectrum condition to protect themselves from <b>harm</b> 6.6 Explain how needs change for individuals and their families at different stages of their lives 6.7 Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition	<b>Specific preferences and needs</b> – includes: routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc  <b>Harm</b> 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

## Assessment

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

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

## Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

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.

## National Occupational Standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

**Link to functional skills standards <http://www.gcda.gov.uk/15565.aspx>**

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.