Unit 547  Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)

UAN: A/601/5318  
Level: 5  
Credit value: 7  
GLH: 53  
Relationship to NOS: This unit is linked to unit 537  
Assessment requirements specified by a sector or regulatory body: This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning Outcomes 3, 4 and 5 must be assessed in a real work environment.

Aim

This unit is aimed at learners who manage and support others to provide quality outcomes for individuals with Autistic Spectrum Conditions. It considers issues such as communication and support strategies, partnership working and ways of supporting staff. It also addresses the complexity of theory and practice in the area of Autistic Spectrum Conditions.

Learning outcome | The learner will:
--- | ---
1. | Understand how the different and evolving theories about autism reflect the complexity of Autistic Spectrum Conditions

Assessment criteria

The learner can:

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-centered approach, focusing 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
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Understand the implications of the legal and policy framework underpinning the support of individuals with Autistic Spectrum Conditions</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

2.1 Identify the legislation and national and local policies and guidance relevant to the support of individuals with Autistic Spectrum Conditions
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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Be able to promote good practice in the support of individuals with an Autistic Spectrum Condition</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

3.1 Enable workers to apply different approaches, interventions and strategies according to the individual’s needs and wishes identified in their person-centered 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

**Range**

**Different approaches:**
- Multi-agency approaches

**Vulnerability:**
- Being exploited or abused
- Violating the law without realising she/he is doing something harmful
- Being the victim of cyber-bullying

**Behaviour:**
- Non-verbal communication
- Behaviour that can present challenges
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Be able to promote to others positive communication strategies for individuals with an Autistic Spectrum Condition</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

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

**Range**

**Behaviour:**

- Non-verbal communication
- Behaviour that can present challenges

**Relevant professionals:**

- Speech and language professionals
- Psychologists
- Specialist nurses

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Be able to implement strategies to support individuals with an Autistic Spectrum Condition to manage their sensory world</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

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
Unit 547  Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)

Supporting information

Guidance
Definitions

Learning Outcomes 1 – 5
Autistic Spectrum: 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.

Learning Outcome 1 - 5
Individual: someone requiring care or support.