

# **Unit 46: Promoting Good Practice in the Support of Individuals with Autistic Spectrum Conditions**

**Unit reference number: K/616/7420**

**Level: 5**

**Unit type: Optional**

**Credit value: 7**

**Guided learning hours: 53**

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## **Unit summary**

Autistic spectrum conditions include a number of symptoms and behaviours that affect the way in which individuals understand and react to the world around them. The knowledge and understanding required to support these behaviours continues to develop and become more effective and proactive, and practitioners need to utilise interventions in a person-centred way. People with autistic spectrum conditions vary in their need for support. Some people may function adequately in society without support, leading a full and active life; others may need support, especially if they have additional health needs.

In this unit, you will learn how emerging theories about autism reflect the complexity of autistic spectrum conditions and how legal and policy guidelines underpin good practice in this area. You will need to show you can work with others in supporting individuals with an autistic spectrum condition and encourage others to use positive strategies that help individuals communicate effectively with others.

This unit will enable you to support individuals who have an autistic spectrum condition to manage their sensory world according to their individual needs.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand how different theories about autism reflect the complexity of autistic spectrum conditions</p>	<p>1.1 Analyse the defining features of autistic spectrum conditions and the impact on practice</p> <p>1.2 Critically review the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum</p> <p>1.3 Analyse the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions</p> <p>1.4 Critically review historical and current perspectives on the causes of autism</p> <p>1.5 Explain the importance of a person-centred approach focusing on the individual not the diagnosis</p> <p>1.6 Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an autistic spectrum condition</p>
<p>2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions</p>	<p>2.1 Critically review the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions</p> <p>2.2 Critically review the impact of legislation, policies and guidance on the provision of services</p> <p>2.3 Analyse the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change</p>

Learning outcomes	Assessment criteria
<p>3 Be able to promote good practice in the support of individuals with autistic spectrum conditions</p>	<p>3.1 Demonstrate that different approaches, interventions and strategies have been used according to the individual's needs and wishes identified in their person-centred support plan</p> <p>3.2 Develop practice guidance to maximise consistency and stability in the environment</p> <p>3.3 Demonstrate the use of structured activities to optimise individuals' learning</p> <p>3.4 Demonstrate ways of supporting others to minimise the vulnerability of individuals with autistic spectrum conditions</p> <p>3.5 Implement strategies that support others to apply, monitor and review positive behaviour support with individuals</p> <p>3.6 Demonstrate the support of others to work in partnership with parents and/or other informal carers or support networks</p> <p>3.7 Critically evaluate working practices and strategies in order to maintain continued good practice</p>
<p>4 Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition</p>	<p>4.1 Critically evaluate the link between behaviour and communication and implications for practice in a work setting</p> <p>4.2 Develop strategies to support others to understand the link between behaviour and communication</p> <p>4.3 Demonstrate the liaison with family/carers and relevant professionals involved with individuals to maximise the implementation of communication strategies</p> <p>4.4 Demonstrate the support of others to implement alternative and augmented communication systems which enable individuals to communicate with those around them</p>

Learning outcomes	Assessment criteria
<p>5 Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world</p>	<p>5.1 Critically review the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience</p> <p>5.2 Develop, with professional support, a sensory management strategy</p> <p>5.3 Demonstrate the implementation of a sensory management strategy to meet the needs of individuals who have problems with sensory processing</p> <p>5.4 Create environments that prevent sensory overload or increase sensory stimulation, depending on the needs of the individual</p>

### What needs to be learned

#### **Learning outcome 1: Understand how different theories about autism reflect the complexity of autistic spectrum conditions**

##### **Autistic spectrum conditions and the impact on practice**

- Defining features:
  - triad of impairments
  - different variations, e.g. Asperger syndrome, pathological demand avoidance (PDA).
- Impact on practice:
  - person-centred and flexible approaches
  - active support
  - promoting independence and reablement
  - informed choice
  - developing relationships
  - skills and experiences
  - reflection on practice
  - planning for own development.

##### **The shift from the categorical view to the spectrum view of autism**

- Links to progression in practice, e.g. eye contact may be avoided by those with Rett syndrome and by those with autism spectrum disorder.
- Categorical view.
- The spectrum view.
- Sub-conditions and individual variation.
- Context of support.
- Research and practice.
- Historical names of conditions.

##### **Conditions on the autistic spectrum**

- Autism spectrum disorder (ASD).
- Asperger syndrome.
- Pathological demand avoidance.
- Pervasive developmental disorders.

##### **Controversies concerning the search for cures and interventions for autistic spectrum conditions**

- Vaccine controversy.
- Acceptance of neurodiversity versus search for cure.
- Interventions such as chelation therapy, aversive therapy.
- Controversies about funds such as allocating money to research prenatal screening, which may lead to aborting those with autism.

## What needs to be learned

### Historical and current perspectives on the causes of autism

- Historical:
  - autism regarded as a variant of schizophrenia
  - attributed to biomedical factors; environmental factors
  - vaccines
  - genetic factors.
- Current:
  - biomedical explanations/treatments
  - primary
  - secondary.

### Person-centred approach

- Personalisation.
- Reablement.
- Daily living.
- Personal growth.
- Promoting independence.
- Providing support.
- Control.
- Self-advocacy.
- Self-determination.
- Inclusion.
- Access to appropriate resources.

### Stereotyped views and prejudice

- Inadequate or inappropriate support for needs.
- The roles and responsibilities of parents/carers and siblings increase.
- Effect on the daily lives of individuals/parents/carers.
- Privacy.
- Dignity.
- Inadequate resources.
- Understaffed and underfunded provision.
- Inappropriate accommodation such as a prison cell instead of a place of safety for under-18s in crisis.
- Stigma.
- Increased role of support networks, such as third-sector networks.

## What needs to be learned

### **Learning outcome 2: Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions**

#### **Legislation and national and local policies and guidance**

- Human Rights Act 1998.
- Mental Capacity Act 2005.
- Mental Health Act 2007.
- UN Convention on the Rights of Persons with Disabilities (2008).
- Deprivation of Liberty Safeguards (DoLS).
- Autism Act 2009.
- Equality Act 2010.
- Health and Social Care Act 2012.
- Care Act 2014.
- Fulfilling and rewarding lives: the strategy for adults with autism in England (Department of Health, 2011).
- 'Think Autism': an update to the government adult autism strategy (Department of Health, 2014).
- Adult autism strategy: statutory guidance (Department of Health, 2015).

#### **Legislation, policies and guidance on the provision of services**

- Legislation such as NHS legal duty to commission appropriate services, e.g. through Clinical Commissioning Groups (CCGs).
- NHS trust duty to provide appropriate and adequately resourced services, including sufficiently trained staff.
- Care Quality Commission duty to inspect services.
- Impact of policies and guidance such as personalisation agenda, inclusive practice, reablement.
- Fulfilling and rewarding lives: the strategy for adults with autism in England (Department of Health, 2011), the promotion of choice, dignity and respect.

#### **Autism advocacy groups**

- Personal experience.
- Research.
- Collaboration.
- Lobbying.
- Accessing funding and resources.
- Networking.
- Increased opportunities.
- Awareness raising.
- Advice/guidance.
- Support/treatment.
- Best practice.

## What needs to be learned

### Learning outcome 3: Be able to promote good practice in the support of individuals with autistic spectrum conditions

#### Good practice

- Personalised.
- Person-centred approaches, e.g. Picture Exchange Communication.
- Picture Exchange Communication System (PECS), social stories.
- Effective communication.
- Facilitate low arousal environments.
- Modify environments to support individuals.
- Provide safe, secure, consistent and inclusive environments.
- Introduce changes into environments.

#### Practice guidance

- Development of knowledge and understanding in relation to specific needs.
- Awareness of individual needs.
- Regular review and update.
- Implementation.
- Reporting and recording of changes to needs and abilities.
- Liaison with other professionals.

#### Minimise the vulnerability of individuals with autistic spectrum conditions

- Safeguarding.
- Monitoring and review.
- Assessment and observation.
- Applied behaviour analysis (ABA).
- Circle of friends.
- Daily Life Therapy.
- Gentle teaching.
- Intensive interaction.
- Music therapy.
- Musical interaction therapy.
- Picture Exchange Communication System (PECS).
- Portage programme (modified).
- Speech and language therapy.

#### Apply, monitor and review positive behaviour support with individuals

- Ongoing monitoring, observation and review.
- Achievement of goals and outcomes.
- Implementation of support within agreed timelines and parameters.
- Supervision.
- Collaboration with other practitioners.
- Feedback and evaluation.

## What needs to be learned

### Partnership working

- Clear roles and responsibilities.
- Sharing of information.
- Assessment, monitoring and review.
- Clear lines of reporting.

### Evaluate working practices and strategies

- Currency of practice.
- Application of knowledge and practice.
- Use of current research and evidence of good practice.
- Reflection on practice.
- Staff input into review.
- Efficacy of person-centred approaches.

### Learning outcome 4: Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition

#### Link between behaviour and communication

- Communication difficulties impacting on behaviour.
- Behaviour modification may indicate the need for attention, to request something or to indicate pain or boredom.
- Challenging behaviour.
- Assessment of behaviour in relation to communication needs.
- Staff competence.
- Intervention.
- Collaboration with specialist practitioners.

#### Strategies to support others to understand the link between behaviour and communication

- Staff training and development.
- Monitoring.
- Supervision.
- Appraisal.
- Assessment.
- Review of approaches adopted.
- Reflection on practice.

#### Liaison with family/carers and relevant professionals

- Clear lines of communication.
- Roles and remit.
- Effective communication.
- Validity of information contributing to positive outcomes.
- Regular meetings.
- Reporting and recording protocols.
- Sharing of relevant information.

## What needs to be learned

### **Alternative and augmented communication systems**

- Currency of knowledge.
- Knowledge of the individual's needs.
- Solution options.
- Cost.
- Availability.
- Sourcing.
- Funding options.

### **Learning outcome 5: Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world**

#### **Sensory and perceptual difficulties**

- Sensory processing.
- Sight, sound, smell, taste, touch – over sensitive, under sensitive.
- Synaesthesia.
- Body awareness (proprioception).
- Balance.
- Spatial awareness.
- Hypersensitivity.
- Hyposensitivity.

#### **Sensory management strategy**

- Individual needs and preferences.
- Ongoing assessment and review.
- Access and use of resources.
- Choices.
- Inclusion.
- Involvement.
- Links with other practitioners/specialists.
- Staff knowledge and competence.

#### **Sensory overload or increase in sensory stimulation**

- The use of colour.
- Room layout.
- Privacy.
- The use of light.
- Acoustics.
- Sensory stimulation or deprivation.
- Accessibility.
- Functionality.
- Communication.

## Information for tutors

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### Suggested resources

#### Books

Atherton H L and Crickmore D J – *Learning Disabilities: Towards Inclusion* (Churchill Livingstone, 2011) ISBN 9780702051876

Barnes C and Mercer G – *Exploring Disability* (Polity Press, 2010) ISBN 9780745634852

Beardon, L – *Autism and Asperger Syndrome in Adults* (Sheldon Press, 2017) ISBN 9781847094452

Boucher J – *Autistic Spectrum Disorder: Characteristics, Causes and Practical Issues* (Sage Publications Ltd, 2017) ISBN 9781446295670

Cameron C – *Disability Studies: A Student's Guide* (Sage Publications Ltd, 2013) ISBN 9781446267677

Higashida N – *The Reason I Jump: one boy's voice from the silence of autism* (Sceptre, 2014) ISBN 9781444776775

Rivers C T – *Autism: Revealed! The Ultimate Information Book (Autism, Autistic Children, Autistic Adults, Autism Spectrum Disorders)* (JR Kindle Publishing, 2014) ASIN B00ICC4F1I

Swain J et al – *Disabling Barriers – Enabling Environments* (Sage Publications Ltd, 2013) ISBN 9781446258996

## Websites

<a href="http://www.autism.org.uk">www.autism.org.uk</a>	The National Autistic Society – information, support, pioneering services and campaigns for people with autism, including Asperger syndrome.
<a href="http://www.gov.uk">www.gov.uk</a>	Statutory guidance for local authorities and NHS organisations to support implementation of the autism strategy.
<a href="http://www.livingautism.com">www.livingautism.com</a>	Living Autism – advice and support.
<a href="http://www.mencap.org.uk">www.mencap.org.uk</a>	Charity supporting people with learning disabilities, website includes an autism factsheet.
<a href="http://www.nimh.nih.gov">www.nimh.nih.gov</a>	National Institute of Mental Health – US government website with useful information on approaches to autism
<a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a>	Fulfilling and rewarding lives: the strategy for adults with autism in England (Department of Health, 2011).

## Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 3, 4 and 5 must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 3, 4 and 5.

Assessment of learning outcomes 1 and 2 may take place in or outside of a real work environment.