

## LD 210: Introductory awareness of autistic spectrum conditions

Unit reference M/601/5316 Level 2  
 Credit value 2 GLH 17

**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.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the areas in which <b>individuals</b> with an autistic spectrum condition characteristically have difficulties.	1.1. Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with <b>others</b> .		
	1.2. Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships.		
	1.3. Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum.		
2. Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals.	2.1. Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms.		
	2.3. Identify other conditions which may be associated with an autistic spectrum condition.		
	2.4. Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition.		
3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition.	3.1. Describe behavioural characteristics associated with autistic spectrum conditions.		
	3.2. Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours.		
	3.3. Describe what to do if an individual is highly anxious or stressed.		
4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition.	4.1. Explain why it is important to have in place structures and routines which match the wishes and needs of the individual.		
	4.2. Identify formal and informal support networks for an individual with an autistic spectrum condition.		
	4.3. 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Describe ways of ensuring that support provided is consistent, both within own approach and with that of others.		
	4.5. Describe how to contribute towards the learning of an individual with an autistic spectrum condition.		
5. Understand how to communicate effectively with individuals on the autistic spectrum.	5.1. 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.		
	5.2. Identify aspects of the environment that affect communication with an individual.		
	5.3. Describe how to reduce barriers to communication with an individual.		
	5.4. Outline the use of visual communication systems for individuals who have an autistic spectrum condition.		
	5.5. Identify who could provide advice about effective communication with an 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: LD 210**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the QCF unit

The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (A.S.C.), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (A.S.D.'s). 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 A.S.D.'s 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.

Additional unit assessment requirements - provided with the QCF unit

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