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N.B: We are aware that official practice is to use the terms “service users” or “people using this service” to describe those receiving care. We prefer the term “client” and use it throughout our training package.

Key:



worksheet



important



example

Supporting People with Autism

Learning Outcomes.

- Understand what autism is.
- Identify possible causes of autism.
- Provide person centred support.
- Support communication.
- Understand what additional support is available.

Fundamental standards.

The fundamental standards are the standards by which CQC will inspect social care. The standards are based on the regulations from the Care Act 2014 and CQC have changed the focus for the purposes of inspection.

The fundamental standards are those standards that no care setting must fall below.

The standards are based on five areas as follows:

- | | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Safe. | People are protected from abuse and avoidable harm. |
| Effective. | People's care, treatment and support show quality of life and promote good outcomes, and providers should show evidence to prove it. |
| Caring. | Care should be person centred involving dignity and respect, and compassion. |
| Responsive. | Following correct working procedures as agreed by your workplace and as set out in the client's care plan. |
| Well led. | Management leadership and governance should ensure all of the above happens. Staff training should be recognised and openness and fairness be apparent. |

These areas are known as key lines of enquiry or KLOES. Each KLOE has a set of criteria which CQC use to check whether the fundamental standards are being met.

Supporting People with Autism

The fundamental standards are as follows:

Person centred care. Ensuring that those receiving the care are at the centre of all decisions.

Dignity and respect. Providing the client with dignity and respect in all aspects of their care.

Need for consent. Asking the client's permission before carrying out tasks that affect them.

Safe care and treatment. Following correct working procedures as agreed by your workplace and the client's care plan.

Safeguarding service users from abuse. Following agreed working and safeguarding procedures and being aware of signs and symptoms.

Meeting nutritional needs. Being aware of dietary needs, working with the care plan, ensuring clients have the right equipment and conditions to eat.

Cleanliness, safety and suitability of premises and equipment. Carrying out required checks of premises and equipment, implementing cleaning rotas and carrying out safety checks.

Receiving and acting on complaints. Having a complaints policy and procedure in place that is accessible to all and act in accordance with the policy when dealing with complaints.

Good governance. Ensuring that all aspects of the workplace is overseen and policies and procedures are implemented and monitored regularly.

Staffing. Fit and proper persons employed.
Fit and proper person requirement for Directors is followed.

Duty of candour. Relevant information must be volunteered to all persons who have or may have been harmed by the provision of services, whether or not the information has been requested and whether or not a complaint or a report about that provision has been made.

Our Redcrier manuals will provide your staff with training to support attainment of the fundamental standards.



Supporting People with Autism

Introduction.

Autism is now known as Autism Spectrum Disorder or ASD. This is because the challenges that those with autism face can be wide ranging with different levels of ability and disability. On its own autism is not a mental health condition or learning disability, however some people who have autism may also have a Mental Health condition and or learning disability. National figures suggest that 1 in every 100 people have autism. At present it is not possible to use genetic testing to determine a disposition towards autism.

Autism is a hidden disability which means you can't always tell that someone has it. Although it is incurable, having the right support can make a big difference to the life of the individual. It is estimated that 1 in 3 adults with autism are experiencing mental health problems because the right support was not available to them at the right time. Autism is just another way of seeing the world. Our role is to understand the differences and find ways to link the different views, to open up their world to us and our world to them.



Unit One

Understanding the term autism.

Autism is a lifelong developmental disability which affects the individual's interaction with people and society for which there is no cure. The term autism is taken from the Greek "autos" meaning self, it was first used, in 1911, by the Swiss psychiatrist Eugen Bleuler. He used the term to describe how the individual is removed from social interaction – "an isolated self".

Autism is referred to as a spectrum disorder which means while all with autism will have common difficulties, the range and presentation of the disorder seen in individuals will be very different as autism will affect people in different ways and degrees. The term autism spectrum disorder (ASD) is used to reflect the range of difficulties seen in the disorder.

The World Health Organisation (WHO) describes ASD as:

"Autism spectrum disorders are a group of complex brain development disorders. This umbrella term covers conditions such as autism, childhood disintegrative disorder and Asperger syndrome. These disorders are characterized by difficulties in social interaction and communication and social imagination seen as restricted and repetitive repertoire of interests and activities". WHO (World Health Organisation) Geneva 2013.

Autism is a disability as defined in Section 6 (1) of the Equality Act 2010. It is far more common than many people realise. The World Health Organisation estimated that, worldwide, one child in 160 has an ASD. More recent studies have indicated this figure is actually higher than the WHO figure stated. In the United Kingdom, based on 2011 Census, the number of those with autism is around 695,004 which represents 1.1% of the national population.

Studies have suggested the incidence of autism in boys is higher than that seen in girls by around 4:1.

Autism is a condition that affects how the person communicates and relates to others and also how they view the world. Although autism can often be diagnosed in early childhood, it is also the case that diagnosis may not take place until late childhood into adulthood, particularly where there is not a learning disability present.

Many people with autism do not look disabled and as such can often be treated differently. As a child they may be labelled as "naughty" as an adult they may be seen as "odd".

Aspergers.

While there are similarities with autism, people with Asperger Syndrome usually have less of a problem with speaking and are often of average or above average intelligence. They do not



Supporting People with Autism

usually have learning disabilities as associated with autism, but may have specific learning difficulties such as:

- Dyslexia.
- Dyspraxia.
- Attention Deficit Disorder (ADD).

Aspergers is an autism spectrum disorder and therefore some of the characteristics will be the same as for autism.

Adopting a person centred approach will ensure each individual accesses support relevant to them wherever they are on the spectrum.

What is your understanding of autism?

The Autism Act 2009.

The Act was brought in to enable an autism strategy to be developed. This strategy came into existence in 2010. The five areas of action identified in this strategy are as follows:

- To ensure that more people understand autism.
- To make it easier for adults to get a diagnosis of autism.
- To make it easier for adults with autism to choose how they live and be supported with this.
- To help adults with autism to find jobs.
- To help local councils and health services to write plans to ensure that adults with autism get the help and support they need.

In 2014 a new strategy was developed which builds on the 2010 strategy with the addition of the following actions:

- Local authorities will report on data about people with autism for the first time.
- The Royal College of GPs has made autism a priority for training and awareness over the next three years.
- Autism awareness training will be made available to all mainstream healthcare professionals.
- New autism training will be available to all Disability Employment Advisors at Jobcentres.
- The Government will review the autism strategy again within the next five years.

Mental Capacity Act 2005.

Where an individual with autism is unable to make their own decisions, the mental capacity act and code of practice should be followed. More information on the Mental Capacity Act and DoLs is available in the Redcrier Mental Capacity Act 2005 - DoLs Awareness manual

Other legislation that has relevance:

- Equality Act 2010.
- Human rights Act 1998.
- Care Act 2014, incorporating Safeguarding.
- Data Protection Act 1998.

How does aspergers differ from autism?

Sample