autism
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post 16 programme

making sense of autism

competency framework

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Contents

Introduction and instructions

A. What is the purpose of the AET post 16 autism competency framework?

The Autism Education Trust (AET) has developed this set of competencies with funding from the Department for Education in England to describe the knowledge, understanding and skills that staff working in post 16 educational settings require to work effectively with young people on the autism spectrum.

The AET post 16 autism competency framework provides a clear structure against which staff can reflect upon and evaluate their practice. It also acts as a source of guidance to help post 16 settings assess and develop capacity within their workforce to improve outcomes for young people on the autism spectrum.

This framework will help college managers (lead practitioners for autism, inclusion and/or curriculum managers, those who manage additional learning support and others) to identify gaps in knowledge and skills across their setting. They will then be able to plan and provide effective and relevant training programmes to meet the needs of individual members of staff. In turn this can have a positive impact on the experience of young people on the autism spectrum in their setting.

Ideally, the post 16 autism competency framework should be used on a regular basis to ascertain whether practice is developing and improving. This process should be closely linked with tutor and Learning Support Practitioner (LSP) performance management systems. The views of young people on the autism spectrum, and their parents/carers where appropriate, should be sought when completing this self-evaluation.

A separate document, the AET post 16 autism standards, sets out key factors common to good practice for the whole post 16 sector, including any other settings where learning takes place, such as the community and the workplace. This is also available on the AET programme microsite: www.aettraininghubs.org.uk.

B. Why do we need a post 16 autism competency framework specifically for working with young people on the autism spectrum?

There are increasing numbers of young people on the autism spectrum in all types of post 16 settings as a result of increased awareness and diagnosis. This means it is highly likely that staff will have young people on the autism spectrum in their group. Accounts from parents/carers, young people and professionals demonstrate that all staff should have basic awareness and understanding of autism. Additionally, various reports have indicated that the outcomes for children with special educational needs (SEN) and, in particular, outcomes for children and young adults with autism could and should be significantly improved (DoH 2010; Lamb 2009; DfE 2011, Finished at School 2011).

A recent report from the AET on outcomes for children with autism emphasises the need for greater understanding and awareness amongst teaching staff:

> *"The increased risk of exclusion from school and the need for improved communication amongst teaching staff and between teachers and parents/carers was highlighted. Children, young people and adults with autism felt that some teaching staff lacked an understanding of their problems."*
> (Wittemeyer et al., 2011, AET Outcomes report, p.10)

Only 15% of adults on the autism spectrum are currently in employment (Beth Reid et al 2006). A recent report by Ofsted (2011) concluded that 'opportunities for supported employment or other gainful and meaningful activity post 19 were variable across the country and, in some areas, were very limited'.

The key to improving outcomes for this group lies in the expertise of tutors, learning support practitioners, job coaches, college managers and principals, as well as all the staff in the settings in which learning is taking place being autism aware.

There are likely to be a diverse range of individual needs and abilities amongst young people on the autism spectrum in any given post 16 setting. As a result, it is important that staff have appropriate skills and understanding to be able to provide a differentiated curriculum which meets the needs and aspirations of each learner. This may range from making adjustments to enable an individual to access the curriculum (i.e. general differentiation) to carefully planned small group or paired work. It may also extend to a highly personalised and individualised approach with significant support including the use of assistive technology.

Source: AET Good Practice Report
(Charman et.al, 2011, p.14)

C. Who should complete the post 16 autism competency framework?

The competencies have been written for all staff in all post 16 settings who have young people on the autism spectrum aged 16 years and above. This includes: general colleges of further education (GFEs), independent specialist providers (ISPs), mainstream and special schools with post 16 provision, sixth form colleges, work based learning providers and adult and community learning providers. The post 16 autism competency framework should be completed by individual members of staff as part of an on-going evaluation of their continuing professional development (CPD).

Two levels of competencies exist: core and advanced. It is envisaged that all staff should aim to develop their core competencies, with staff who wish to extend their knowledge of autism aiming to develop the advanced competencies. Staff who have a lead role in autism or who are their setting's 'autism champion' should be encouraged to work towards the advanced competencies.

D. What is covered in the post 16 autism competency framework?

There are **64 competencies in total, 36 addressing core skills** and **28 advanced competencies*.** The post 16 autism competency framework is designed to be used as an on-going tool to help focus staff on which aspects of their autism practice require further development. Using this framework should help individuals create a CPD plan that is part of the setting's performance management system.

The competencies are divided into four main topic areas which have also been used in the AET post 16 autism standards and the AET post 16 training materials:

1. **The individual** (how to understand and address their strengths and needs, including developing understanding of autism).

2. **Building relationships** (with staff, parents/carers, peers and the wider community including the workplace).

3. **Curriculum and learning** (preparation for adult life, including adjustments to the way in which activities are presented, selection of priorities and modifications to the curriculum).

4. **Enabling participation** (how to enable participation in a wider range of environments for young people on the autism spectrum by making adjustments to the physical, sensory, social and communicative environments).

Each competency statement is **linked to resources** which show how a staff member might evidence and improve their knowledge and skills in this area. Users can **click on a link** and the resource will open if they are connected to the Internet. These **resources include published papers**, **audio-visual material and a range of reports and guidelines related to the competency's topic.**

The AET does not promote any specific approaches to education intervention for children and young people on the autism spectrum, our programmes, research and materials illustrate/include a wide range of good practice.

E. How is each competency rated?

For each competency, the user can evaluate the extent to which this competency is developed using the ratings:

- **Not yet developed**.
- **Developing**.
- **Established**.

Definitions of these headings:

Not yet developed.
Work will be done to consider how to develop practice in this area.

Developing .
Work has started on this area of practice/competency.

Established.
The staff member can provide evidence that this competency is well established in everyday practice.

If none of these ratings are applicable, users should leave the rating blank for that particular item.

F. How will a staff member demonstrate that they have met a competency?

In deciding the extent to which a competency is met, the staff member completing the Competency Framework should aim to show documentary evidence (**D**) (e.g. policy documents; accounts from young people, staff or parents; records on training events); consider the extent to which relevant practice can be observed (**O**) within the setting; and understand whether colleagues, parents/carers and/or young people can voice (**V**) their views on this competency, if asked.

Comments on the type of evidence available should be made in the column 'Type of evidence':

D = Document.

O = Observed.

V = Voice of young people, parents/carers or colleagues.

In addition, each competency is linked to examples (in the 'Resources and links' column) of how a staff member might demonstrate the competency. These are just examples and there are other ways of meeting and evidencing each competency. Many of the examples can be accessed by clicking on the link if you are connected to the Internet.

G. What are the next steps to be taken after completion of the post 16 autism competency framework?

On the basis of the responses to this document, staff can decide which competencies are well established and require little development, those that require regular review, and those competencies that are not yet developed.

Decisions can then be made as to which competencies in the latter group should take priority for further development and training. These are likely to be those where a change in practice could have the most benefit to young people on the autism spectrum.

The last column for each of the competencies enables staff to enter the priority level for work on each competency based on the needs of the current population of young people on the autism spectrum and the current rating of the competency as follows:

H = High.

M = Medium.

L = Low.

post 16 programme

H. What is the evidence base for the competencies?

These competencies are based on an analysis of perceptions and narratives from a wide range of stakeholder groups (from survey responses, working group discussions and interviews undertaken for the schools programme) together with information contributed by a range of practitioners and learners from across the post 16 setting. They also draw on an extensive literature review. A list of the stakeholder groups, key people who have been involved and key documents reviewed is provided at the end of this document.

The post 16 autism competency framework takes into account the implications of recent changes to post 16 education including the raising of the participation age, changes to funding, the introduction of study programmes and most significantly, the SEND code of practice (2014) introduced as a result of the Children and Families Act (2014). It also references the Ofsted Common Inspection Framework for further education and skills (2012) and the Professional Standards for Teachers and Trainers in Education and Training - England (2014).

Completion of this post 16 autism competency framework should enable practitioners to extend the depth and breadth of their knowledge, skills and understanding in order to secure better outcomes and experiences for young people on the autism spectrum.

I. What this post 16 autism competency framework is NOT

This set of competencies is not a complete list of all the skills and knowledge that staff will require to work with young people on the autism spectrum. Even when a member of staff has addressed all the competencies (both core and advanced), there will always be skills and knowledge to update. Our knowledge and thinking about young people on the autism spectrum is a constantly developing area and staff should strive to keep their knowledge, skills and understanding up to date and relevant.

It is hoped that all training courses on the autism spectrum will take note of these competencies but the framework is not intended to be a comprehensive blueprint for all training course content. Different training courses will cover different aspects of autism practice and be written for a variety of audiences.

The following sections, J — N, give a brief overview of the current thinking about the autism spectrum and can also be found in the AET's post 16 autism standards (2014).

J. What is autism?

Autism is a term used to describe a **neurological difference in brain development** that has a marked effect on how a person develops. There are **four key areas of difference** that are particularly important for staff in post 16 settings to understand and pay attention to because most young people on the autism spectrum will have individual educational needs to be met in these areas.

Young people on the autism spectrum will have **different levels of support needs** in relation to:

- **Understanding the social interactive style and emotional expression of staff and peers** – just as it is difficult for staff and peers to understand the social interactive style and emotional expression of young people on the autism spectrum.

- **Understanding and using communication and language — both verbal and non-verbal** (e.g. gesture, facial expression, tone of voice).

- **Differences in how information is processed** can lead to a strict adherence to routines and rules and/or difficulties in planning and personal memory. Young people on the autism spectrum have difficulties in predicting what will happen when a familiar timetable or activity is changed. Conversely, such styles of processing can lead to strengths and abilities in a number of areas (often related to factual memory or areas of interest and motivation).

- **Differences in the way sensory information is processed**, often leading to over-sensitivities (often to external stimuli such as lighting, smells, or sounds), and under-sensitivities (often not noticing internal feelings such as pain, body awareness and hunger, until they become overwhelming). It should be noted that sensory sensitivities can lead to extreme levels of stress and anxiety in unfamiliar or over stimulating environments.

Further details on each of these four areas are given below:

Understanding the social interactive style and emotional expression of staff and peers

Most young people on the autism spectrum find social interaction with adults and peers stressful. Young people on the autism spectrum are not easily able to understand commonly used implicit social messages and may find it hard to understand or relate to how social rules change due to context, or what is considered socially 'appropriate' (i.e. that what is appropriate to say and do in some situations is inappropriate in other situations). It is difficult for young people on the autism spectrum to easily and quickly read and understand the emotional intentions of staff and peers, but it should also be remembered that this can be a 'two-way' difficulty. The actions of young people on the autism spectrum are often misinterpreted as intentionally insensitive or defiant. When wanting to interact with peers, or join a group activity, young people on the autism spectrum may need support or help in doing so.

Understanding and using communication and language — both verbal and non-verbal

Young people on the autism spectrum at all levels of intellectual ability have difficulties in understanding the communication and language of adults and peers and in communicating effectively themselves. About 40% of young people on the autism spectrum are delayed in learning to speak and some young people develop little or no speech. It is likely that most young people on the autism spectrum will need support and strategies to help teach them how to communicate with staff and peers in order to have their needs met. This can involve the use of alternative means
of communication (e.g. objects of reference, visual symbols, photos, gestures, spoken language, or a combination of means). It should be remembered that an approach to communication for a young person should be consistent across all the settings in which the young person learns.

Differences in how information is processed and adjusting to unpredictable changes in routine

Young people on the autism spectrum find change much more difficult than other young people as they are not easily able to predict what will happen instead or what to do in the changed situation. Some young people on the autism spectrum develop special interests in a topic or activity which may occupy a great deal of their thought and time. Such interests can be used to very good effect as part of the learning process and can be broadened into related areas and act as a route into employment.

Young people on the autism spectrum have an uneven profile of abilities, which can also coincide with other factors such as age, personality or the existence of other developmental differences or impairments.

It is therefore of paramount importance to assess each young person individually in order to gain an overall profile of their strengths and needs.

Differences in the way sensory information is processed

Many young people on the autism spectrum are under-sensitive or over-sensitive to particular sensory stimuli such as lighting, smells or sounds. They may also be overwhelmed as they have problems in separating out sensory information and attending to the most relevant. This can cause high levels of anxiety and staff can do a great deal to reduce this by finding out what each young person finds hard and creating a learning environment which addresses these difficulties.

K. What is the 'difference not deficit' debate and current terminology?

There is often an assumption that young people on the autism spectrum need to behave and live like those without autism. Many adults with autism take exception to this assumption and the fact that much of the literature on autism uses medical terms such as deficit, disorder and intervention. They argue that such terms are both inaccurate and stigmatising and based on an incorrect notion of what humanity and normalcy entail.

They argue that such notions can further disable people on the autism spectrum, and if internalised can lead to crises in self-identity, esteem and worth. Alternatively, there are others that argue that they are severely impaired and want to retain the term disorder to explain their experience. In recognition of this debate, much of the literature now just refers to autism or autism spectrum and not autism spectrum disorder or condition. If their needs are recognised and appropriate support is given, a significant number of young people on the autism spectrum will experience relatively few difficulties in their school lives and into adulthood.

Although different subgroups have been identified (e.g. Asperger syndrome, high functioning autism, 'classical' autism, atypical autism, semantic pragmatic syndrome), it is current thinking that such distinctions are not easily made. These have therefore been merged into one category of autism spectrum in the revised diagnostic classification system DSM V. The term autism spectrum was created by Lorna Wing in 1996 who suggested that it is simpler to state that all individuals affected in the four areas have autism, rather than trying to categorise them under other specific groups.

L. How many children and young people on the autism spectrum are there?

It is estimated that there are **approximately 1 in 100** children and adults **with autism.** Autism is hard to detect in some young people, particularly in girls, and so there may be young people in your setting who are not yet diagnosed. However, **identifying and addressing the educational needs of a young person does not depend on having a diagnosis,** whether that is autism, a literacy problem, or a social and communication difficulty, for example. Whilst getting a formal diagnosis is important, staff can still work to address the needs of the young person without it. This can be done by working with the young person to identify which aspects of their learning programme are most challenging and the type of support they would like and could most benefit from.

M. How many young people on the autism spectrum have exceptional skills or talents?

A significant number of young people on the autism spectrum have good knowledge and skills in a specific area, relative to their skills in other areas. They often have a much more uneven profile of skills and difficulties than other young people, so it is important that staff do not assume that because young people have average or above average skills or attainments in some areas, this does not mean they have no problems in educational, social or occupational settings.

N. Which conditions often occur together with autism?

It is estimated that about two thirds of young people on the autism spectrum also have learning disabilities. Commonly associated problems with autism are sleep disturbance; limited diet, erratic eating and drinking times; constipation and gut problems. About a third of young people on the autism spectrum also have epilepsy which may be hard to detect. Many young people on the autism spectrum also experience high levels of anxiety due to their difficulties in interpreting the world they live in. All of these additional difficulties can have an adverse effect on a young person's ability to focus on tasks and it is vital that good information is available for staff to support them to recognise the impact and provide appropriate support.

O. Autism in a social context

Reports from adults and young people on the autism spectrum often state that it is not their autism that poses them difficulties as such, but the expectations and responses they have from other people. In particular the expectation to act, respond and learn in the same way that more typically developing young people do.

When working with young people on the autism spectrum, it is imperative to understand that such young people have a different way of processing information and thus differing understandings and social expectations to their more typically developing peers. This can create great difficulties with regard to understanding the communications and intentions of others, as well as a perceived lack of understanding from others of their own intentions. This disruption in mutual understanding coupled with potential sensory sensitivities can make the learning environment particularly challenging for young people on the autism spectrum.

It is therefore vital that staff who work with young people on the autism spectrum enhance their understanding of these differences and make adjustments to their own style of interaction and their expectations and modify how they interact and deliver the curriculum to these young people.

Knowledge and understanding of autism and how best to support young people on the autism spectrum continues to change and develop, thus it is important for practitioners to keep up to date with developments in the field. From our current understanding regarding autism however, this framework prioritises the following key points:

1. Autism can be described as a difference in the way the brain processes information. It must be remembered however that many of the difficulties faced by people on the autism spectrum are due to social environments not being conducive to their particular needs (hence the 'Enabling participation' section in this post 16 autism competency framework).

2. As a result, adults and young people on the autism spectrum have a different perspective and different abilities from more typically developing individuals of the same age which can convey strengths and advantages as well as significant challenges within the learning environment.

3. The main areas of difference are in everyday sensory experiences, the use of attention and how interest can range from little reaction to great intensity. Differences in the ability to predict events which are not of their own making (i.e. when imposed upon by others) also need to be considered when working with young people on the autism spectrum. Adults with autism maintain that the goal of education should not be to change their 'way of being' to make them into typical individuals, but to acknowledge and appreciate their differences and create environments in which they can thrive.

4. Unlike young people with obvious physical or sensory impairments, autism is often hidden. Staff naturally make adjustments for young people who are deaf or blind or who have limited physical mobility, but can unwittingly expect young people on the autism spectrum to manage in learning environments and at break and lunchtimes without any adjustment or support. Donna Williams, an adult on the autism spectrum, says that asking her to work in a group (with high social and sensory demands) is the equivalent of asking a wheelchair user to get up and walk.

P. Guide to the resources contained within the post 16 autism competency framework

Each competency has a set of resources which illustrate how some post 16 settings have addressed that area, or papers and reports which highlight key issues and ideas. It should be noted that these are not the only way to address the competency.

These standards have been developed referencing the SEND code of practice 2014, however because these standards were developed during a period of transition some of the resources linked to in these standards may reflect the previous code.

Some resources may refer to "children" on the autism spectrum as opposed to "young people". These have been included because the content and approaches remain relevant.

The individual

"Any understanding of autism should not be approached from a position of 'deficit', but rather from a position of 'difference'. Autistic people are not neuro-typical people with something missing or something extra added on. They are different. If we are serious about equality and inclusion within any area, then we must first of all understand that difference."

Christine Breakey
The Autism Spectrum and Further Education: A Guide to Good Practice (2006)

Competency				Priority rating (High/Medium/ Low)	Type of evidence (Document/ Observed/Voice)	Resources and links which illustrate the competency
The individual	Not yet Developed	Developing	Established	H =High M = Medium L = Low	D = Document O = Observed V = Voice	
1 You can identify the key strengths and challenges faced by young people on the autism spectrum in the areas of communication, social interaction, information processing, and sensory processing. You know how these can affect a young person's actions and learning.						• The four key areas of difference • The complete Guide to Asperger's syndrome by Tony Attwood • Autistic Spectrum Disorders: An Introductory Handbook for Practitioners by Rita Jordan • So what exactly is autism? Damian Milton • The Handbook of Autism: a Guide for Parents and Professionals by Maureen Aarons & Tessa Gittens, Routledge 1992 • Autistic Spectrum Disorders. Booklet for young people • Information for Tutors City College Norwich Autism and Asperger's Syndrome by Uta Frith, Cambridge University Press 1991 • Autism Inclusion video • Commuting under pressure • Glimpses of Asperger's for friends and Colleagues AET post 16 autism standard - 8

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
The individual						
2 You use a range of strategies to get to know the individual young person and find out about their particular profile of strengths, challenges, interests and aspirations. You record and share this information with relevant others.						• The use of a Graphic Advocate to work with learners gathering their thoughts, dreams and aspirations to inform curriculum development • The Den video diaries AET • Talking Mats • Learner Voice • Creative Listening, hearing the voices of learners with profound and multiple learning difficulties in the FE sector • Learner Voice Carshalton College • Examples of individual profiles complex learners — from Leicester College • Learner conference day at Homefield College in 'Learning Support Matters' • Lawson, W. (2010), The passionate mind: How people on the autism spectrum learn. London: Jessica Kingsley AET post 16 autism standard - 2
3 You understand that young people often have an uneven profile of abilities and that their performance can further vary depending on the context.						• John Simpson describing the uneven profile of young people on the autism spectrum • So what exactly is autism? Damian Milton • Glimpses of Asperger's for friends and Colleagues AET post 16 autism standard - 8

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
The individual						
4 You know that young people on the autism spectrum are likely to experience high levels of stress and anxiety. You can identify the early signs of this occurring.						• Stress and anxiety • Mental health and Asperger syndrome • Emotional well-being booklet • Strategies for supporting students with Asperger's Syndrome to learn effectively • Wave Autism Inclusion AET post 16 autism standard - 7
5 You promote positive attitudes to autism, recognising it not as a deficiency but as a 'difference' and understand the responsibility to take account of the individual's impairment by addressing the disabling effect of the learning environment.						• What is neurodiversity? • Is autism a disorder? Luke Beardon • Enhancing employability DVD AET post 16 autism standard - 5

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
The individual						
6 You broaden your perspective on autism by reading or listening to accounts from people on the autism spectrum, parents or other family members.						• Life at the Edge and Beyond: Living with ADHD and Asperger Syndrome by Jan Greenman, (2010) • Audio transcript of an adult talking about sensory issues – John Simpson • What makes a good college – Learners at the Gatehouse (PDF) • The college we want – Learners at the Gatehouse (DVD) • Life Behind Glass. By Wendy Lawson, (1998) London: Jessica Kingsley • Coping — A Survival Guide for People with Asperger Syndrome by Marc Segar • Aspienaut — wired differently — a blog • Autistic voices project Donna Williams • Grandin, T. (2008) The way I see it: A personal look at Autism and Asperger's, Texas: Future • The transition experience by Lucy Mottram, presentation at Finished at school event, Ambitious about Autism
7 You can list other conditions which often co-occur with autism and are aware of the impact that these may have on young people. Your knowledge of these conditions influences your educational planning for young people.						• The Adolescent and Adult Neuro-diversity Handbook: Asperger Syndrome, ADHD, Dyslexia, Dyspraxia and related conditions by Sarah Hendrickx • NICE Guidelines on Autism, ADHD, Mental health, Epilepsy and Obsessive Compulsive Disorder (OCD) AET post 16 autism standard - 6

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
The individual						
8 You know that young people on the autism spectrum often have disturbed and erratic eating, sleeping and toileting routines, which have significant effects on their physical well-being and may affect their actions and learning.						• Sleeping • Toileting — Sensory Perceptual Issues in Autism and Asperger Syndrome: Different Sensory Experiences, Different Perceptual Worlds by Olga Bogdashina • Eating
*9 You have a good understanding of the main cognitive and social theories of how autism affects young people's attention, perception, learning and relationships. Your knowledge of these theories influences your educational planning for young people.						• 4 key areas of difference • Theory of mind film clip • Autism: Explaining the Enigma (Cognitive Development) by Uta Frith • Sensory Perceptual Issues in Autism and Asperger Syndrome: Different Sensory Experiences, Different Perceptual Worlds by Olga Bogdashina • Theory of Mind and the Triad of Perspectives on Autism and Asperger Syndrome: A View from the Bridge by Olga Bogdashina • Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language? by Olga Bogdashina • The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey • Lawson, W. (2010) The passionate mind: how people on the autism spectrum learn, London: Jessica Kingsley

Competency	NYD	Dev	Est	Priority rating (High/Medium/ Low)	Type of evidence (Document/ Observed/Voice)	Resources and links which illustrate the competency
The individual						
*10 You attend and organise CPD events where people with autism, parents or other family members share their experiences and perspective.						• AET website • Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich • Transition conference with input from young people with contributions from autism and family • The transition experience by Lucy Mottram, presentation at Finished at school event, Ambitious about Autism AET post 16 autism standard - 23

*11 You arrange opportunities for young people to have contact with others with autism or to read/listen to biographical accounts.						• Freaks, Geeks and Asperger Syndrome: A user guide to adolescence by Luke Jackson
						• The Independent Woman's Handbook for super safe living on the autistic spectrum by Robyn Steward
						• The Autistic Me – A BBC documentary about three men with varying degrees of autism trying to escape the limbo between childhood and adulthood.
						  » Part 1
						  » Part 2
						  » Part 3
						  » Part 4
						  » Part 5
						  » Part 6
						• Dr Temple Grandin
						• Autism Connect
						
						AET post 16 autism standard - 10

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
The individual						
*12 You support the young person to develop their understanding of autism and the way it affects them. You also involve them in developing and applying strategies which enable them to attend and participate.						• SOCCSS and other strategies • Effective Social Interventions and Support • Effective Social Interventions and Supports for Students with Asperger's Syndrome • Social Stories™ AET post 16 autism standard - 3
*13 You manage and keep accurate records of student profiles and progression, based on information obtained directly from the young person with autism, as well as from parents/carers/employers and direct observations. You share this information with all staff to inform ways of adjusting the learning environment.						• Attainment level • Individual profile examples of complex learners from Leicester College • Supporting progression – RARPA Demonstrating the benefits of RARPA (Recognising and Recording Progress and Achievement RARPA) AET post 16 autism standard - 1

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed /Voice)	Resources and links which illustrate the competency
The individual						
*14 You are able to provide advice and guidance to colleagues on the additional needs a young person with autism may have arising from other conditions which often co-occur with autism.						• The Adolescent and Adult Neuro-diversity Handbook: Asperger Syndrome, ADHD, Dyslexia, Dyspraxia and related conditions by Sarah Hendrickx • NICE Guidelines on Autism, ADHD, Mental health, Epilepsy and Obsessive Compulsive Disorder (OCD) • Tourette syndrome: Key facts • Tourette syndrome: Education issues • Dyslexia • Mental health • Mental health foundation • 'Open your Mind' (NAS): CAMHS services and mental health issues film clip 1 film clip 2 • ADHD • OCD AET post 16 autism standard - 6

Building relationships

"One person can make all the difference. If it wasn't for Trystan and his dedicated staff, I dread to think where our lives would be now. If you are in a position to help a family like ours, please do, you may be that one person. Some days just a smile can do it for us and all that costs you is less effort than a frown!"

Jan Greenman
Life at the Edge and Beyond: Living with ADHD and Asperger Syndrome (2010)

Competency				Priority rating (High/Medium/ Low)	Type of evidence (Document/ Observed/Voice)	Resources and links which illustrate the competency
Building relationships	Not yet Developed	Developing	Established	H =High M = Medium L = Low	D = Document O = Observed V = Voice	
15 You understand the importance of listening to the young person with autism and use appropriate communication approaches to ensure they are involved in decision making and able to express their views.						• The College we want film made by learners at the Gatehouse • Creative Listening, hearing the voices of learners with profound and multiple learning difficulties in the FE sector • Creating Inclusive Colleges for Learners with Autism — Good Practice Guide • Promoting social and emotional development in children with autism: Christie P et al • Hear me out — Susy Ridout, Dr Karen Guldberg, Andrea Macleod AET post 16 autism standards - 4 and 14

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Building relationships						
16 You understand the importance of developing a trusting relationship with a young person with autism and have the skills and confidence to advocate on their behalf where appropriate.						• Wave Autism Inclusion • Clips from Phoebe Caldwell Intensive Interaction training DVD: Film clip 1 Film clip 2 AET post 16 autism standard - 13
17 You use your knowledge of the young person with autism and build on his or her interests to establish and maintain positive relationships.						• Something about us Film clip 1 Film clip 2 • Clips from Phoebe Caldwell Intensive Interaction training DVD: Film clip 1 Film clip 2 • Autistic Voices Project - Donna Williams AET post 16 autism standard - 2
18 You maintain consistency in how you interact with the young person with autism and provide clear rules and guidelines to demonstrate what is expected in a given situation.						• Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich AET post 16 autism standard - 26

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Building relationships						
19 You are aware of the level of peer interaction the young person with autism feels comfortable with and provide opportunities and support to develop relationships with peers where appropriate.						• Peer mentoring Walford and North Shropshire College • Circles of Support • Circles of Support - Circles Network • Circle of friends, NAS AET post 16 autism standard - 15
20 You understand the need to provide access to specialist guidance and resources that allow young people on the autism spectrum to learn and develop skills in social relationships and sexual health to enable a safe transition to adulthood.						• Sex education and young people on the autism spectrum • AS and Sexuality: From Adolescence through Adulthood by Isabelle Henault • Love, Sex and long term relationships, what people with Asperger syndrome really really want — Sarah Hendrickx • The Independent Woman's Handbook for super safe living on the autistic spectrum by Robyn Steward • Inappropriate behaviour – Teaching the 3 P's by Lynne Moxon AET post 16 autism standard - 15
21 You know that young people on the autism spectrum are much more likely to be teased and bullied (including cyber bullying) and take steps to prevent and manage bullying.						• Bullying • Bullying resource 2 • Safeguarding • E-safety AET post 16 autism standard - 20

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Building relationships						
22 You proactively engage with young people on the autism spectrum and the people who matter to them. You have developed ways to communicate and collaborate effectively to share information and ideas using person centred approaches.						• Person Centred Approaches • AET person centred planning toolkit • 'Person Centred reviews, why bother?' Gloucester College input to Ambitious about Autism Finished at School event AET post 16 autism standard - 19
23 You know who the named and experienced member of staff is in your organisation (autism champion/lead practitioner) and know how to gain access to general information on autism and specific information about the individual young people you work with.						• Weston College – The role of the "Specialist Support Instructor" and associated training • General information on autism: AET • NAS • Ambitious about Autism • Information for tutors City College Norwich • Weston College Foundation Learning Structure AET post 16 autism standard - 16
*24 You support staff in your setting to understand the importance of consistency and communicating expectations and rules clearly to young people on the autism spectrum.						• Information for Tutors City College Norwich • The College we want Gatehouse AET post 16 autism standard - 26
*25 You understand issues and concerns about peer awareness of autism and implement ways to promote positive peer relationships.						• DVD narrated by student with autism developed by Oaklands College to raise awareness amongst mainstream students and staff about the needs of students with autism and complex needs. • Glimpses of Asperger's for friends and Colleagues AET post 16 autism standards - 15 and 25

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Building relationships						
*26 You have information on local services and support groups for parents/carers, young people and their siblings, including information on the referral pathway for young people who you think may have autism.						• NICE Guidelines on recognition, referral, diagnosis and management of adults on the autism spectrum • Autism in adults: AQ — 10 test • What's next? • SEND reforms Implementation • Implementing a new 0 to 25 special needs system: further education • SEND letters AET post 16 autism standards - 17 and 22
*27 You coordinate and facilitate information-sharing about individual young people and about autism in general, to create consensus and consistency ensuring that contributions from all staff are valued.						• Enhancing Learning Support • Information for tutors City College Norwich • Weston College Foundation Learning Structure AET post 16 autism standard - 12
*28 You know how and when to contact external professionals and outside agencies. You co-ordinate multi–agency support effectively in order to support a successful transition to adult life.						• Personalised Transition • Preparing for adulthood • Good Practice in Supporting Adults with Autism AET post 16 autism standard - 21

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Building relationships						
*29 You identify opportunities for networking with colleagues from other providers and settings and exchange resources and information about autism.						• Autism Awareness group on LinkedIn • Talk about autism online community • Work and Volunteer Experience for adults with autism • Autism Education Trust Resources AET post 16 autism standard - 18
*30 You plan effectively for transition, and know how to co-ordinate important information from all key stakeholders (including parents/carers and other family members) in order to ensure this information is shared with all, including the young person on the autism spectrum.						• Personalised Transition • Transition Passport Orchard Hill • What makes a 'good' practitioner in the field of autism? Theo Peeters and Rita Jordan • The transition experience by Lucy Mottram, presentation at Finished at school event, Ambitious about Autism • Autism and the transition to Adulthood; Success beyond the classroom. By Wehman, P., Datlow Smith, M and Schall, C. AET post 16 autism standards - 12 and 22

Curriculum and learning

> **You can be the cleverest kid in the world but you won't get anywhere in life if you can't have a conversation. For people like me a social and emotional education is so much more valuable than an academic one.**

Luke Dicker

Quoted in Jan Greenman's Life at the Edge and Beyond: Living with ADHD and Asperger Syndrome (2010)

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Curriculum and learning	Not yet Developed	Developing	Established	H =High M = Medium L = Low	D = Document O = Observed V = Voice	
31 You deliver a relevant and meaningful curriculum that addresses the aspirations of the young person with autism and encompasses aspects of their social and emotional well-being, communication needs and independent living skills.						• Preparing for Adulthood • Information about supporting young people on the autism spectrum into work • Asperger Syndrome and Employment: What people with Asperger syndrome really really want by Sarah Hendrickx • Progression post 16 • Being, Having, Doing: Theories of Learning and Adults with Learning Difficulties • Autism — Preparing for adulthood by Patricia Howlin, Routledge 1997 • Autism and the transition to Adulthood; Success beyond the classroom. By Wehman, P., Datlow Smith, M and Schall, C. • Study Programmes for High Needs Learners: East Norfolk College. By Nick Morgan-Baker AET post 16 autism standard - 27

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Curriculum and learning						
32 You create a range of opportunities for young people on the autism spectrum to practise and use their knowledge and skills in a range of real situations in the community and the workplace to increase their independence and facilitate their transition to a fulfilled adulthood.						• Job carving • In2 work guide • Career Training and Personal Planning for Students with Autism Spectrum Disorders. A Practical Resource for Schools by Vicki Lundine and Catherine Smith • Information about supporting young people on the autism spectrum into work • Travel training • Travel Training - Good Practice Guidance • The Supported Employment Project • Into Apprenticeships, the guide for disabled people • Using Systematic Instruction (TSI) to support work experience with the Belfry Hotel • Work Placement Log Book Example • Work Placement Policy Example • Enhancing Employability DVD • Glimpses of Asperger's for friends and Colleagues AET post 16 autism standard - 28
33 You are aware of the importance of building on strengths and interests to motivate and encourage young people in their learning.						• Enhancing Employability DVD • Autism Education Inclusion Development Programme • Motivating students who have autism spectrum disorders • Joint Council for Qualifications Access arrangements AET post 16 autism standard - 2

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Curriculum and learning						
34 You are aware that there might be particular issues related to completing coursework and assignments and undertaking revision for tests and exams that young people on the autism spectrum need support with.						• Homework NAS • The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey AET post 16 autism standard - 31
35 You recognise the importance of adjusting teaching style and adapting materials to meet the needs of young people on the autism spectrum. You can identify ways of differentiating the curriculum flexibly to facilitate learning.						• The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey • Toolkit for creating accessible materials • Understanding and Teaching Children with Autism by Rita Jordan & Stuart Powell, Wiley 1995 AET post 16 autism standards - 29 and 36
36 You understand the many potential benefits of using information and communication technology (ICT) for young people on the autism spectrum to enhance their learning experience and as a tool for communication and leisure						• Information, initiatives and standards in educational technology in further and higher education • Learning technology • E-safety • Commuting under pressure • Apps share database — City College Norwich AET post 16 autism standard - 38

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Curriculum and learning						
37 You provide skilled support to extend opportunities for young people to play an active role in both the learning environment and the local community, including the workplace.						• Top tips to support the acquisition of work based skills in the work place in 'Learning Support Matters' • Glimpses of Asperger's for friends and Colleagues • Enhancing Employability DVD AET post 16 autism standard - 28
38 You recognise that young people on the autism spectrum are likely to experience difficulties with change, ranging from minor changes in everyday routine to major transitions. You are able to provide appropriate support, including advance planning and other strategies appropriate to the situation and the individual.						• The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey • Dudley College; Making our college more autism friendly • East Norfolk 6th Form College: DVD to support Year 10/11 students with Autism and other disabilities transition from school to college. • Wave Autism Inclusion • post 16 transition DVD • Coping with change: an interview with Paula Johnston, an adult with autism. Johnston and Hatton • Enhancing employability DVD AET post 16 autism standard - 30
39 You regularly check the understanding of tasks by young people on the autism spectrum and provide a range of opportunities for them to participate throughout the session.						• Understanding and Teaching Children with Autism by Rita Jordan & Stuart Powell, Wiley 1995 • Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Curriculum and learning						
40 Your tasks and sessions have a visible and predictable structure, with explicitly described objectives. These are returned to at the end of the session						• Wave Autism Inclusion • Using visual supports for young children with autism (NB although the focus is on younger children, many of the principles and approaches can be applied and adapted for young adults with autism) AET post 16 autism standard - 29
41 You are a reflective practitioner and ensure you keep up to date with professional, technological and policy developments so that your practice matches the expectations of external reviewers (e.g. Ofsted, CQC) and is compliant with legislative requirements.						• College Inclusion Charter (Ambitious about Autism, 2012) • The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey • Implementing the 0 to 25 SEND system: further education • HMI Inspector Charlie Henry input to Action for Inclusion conference • It's not what you do it's the way that you do it – Hodge • Providing Effective Support for young people with learning difficulties and or disabilities- an HMI's perspective in 'Learning Support Matters' • Independent Living Skills is judged outstanding in 'Learning Support Matters' • Peeters and Jordan GAP paper on what makes an effective practitioner AET post 16 autism standards - 32 and 38

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Curriculum and learning						
*42 You involve young people on the autism spectrum in formulating their long-term goals and ambitions, ensuring that all staff have high aspirations for each young person.						• Supporting progression – RARPA Demonstrating the benefits of RARPA (Recognising and Recording Progress and Achievement RARPA) • Preparing for Adulthood • Support and Aspiration • Autism and the transition to Adulthood; Success beyond the classroom. By Wehman, P., Datlow Smith, M and Schall, C. AET post 16 autism standard - 37
*43 You observe staff and advise them on how to differentiate their teaching style and content to address the needs of young people on the autism spectrum.						• Prompts to support observation of effective practice for staff working with young people on the autism spectrum by Alison O'Brien • Prompts to support observers in identifying grades when observing staff working with young people on the autism spectrum by Alison O'Brien
*44 You use a wide range of formal and informal ways of assessing the progress of young people on the autism spectrum in all areas. These include social and emotional understanding, communication, employability and independent living skills.						• Supporting progression – RARPA Demonstrating the benefits of RARPA (Recognising and Recording Progress and Achievement RARPA) • Assessment of social skills for students with Asperger syndrome and high-functioning autism • City College Norwich 1 page assessment AET post 16 autism standard - 33

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Curriculum and learning	NYD	Dev	Est			
*45 You have a good understanding of the framework for access arrangements for exams and can ensure the necessary arrangements are in place for young people on the autism spectrum.						• Joint Council for Qualifications Access arrangements AET post 16 autism standard - 31

Enabling participation

" If we listen to what autistic people tell us about autism, then one of the first things that we learn is that even though they may describe a war, or a battle with autism, autism in itself is not the problem. Their relationship with us and the environment is. "

Christine Breakey
The Autism Spectrum and Further Education: A Guide to Good Practice (2006)

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Enabling participation	Not yet Developed	Developing	Established	H = High M = Medium L = Low	D = Document O = Observed V = Voice	
46 You consider existing physical environments and consult with young people on the autism spectrum in order to modify these to be conducive to their well-being and learning.						• Access and Inclusion for Children with Autistic Spectrum Disorders. 'Let Me In' by Matthew Hesmondhalgh and Christine Breakey AET post 16 autism standards - 44 and 48
47 You know that young people on the autism spectrum will benefit from a clearly organised learning environment, with visual cues and signposts, which should offer information adjusted to their level of understanding (e.g. written information, symbols, objects of reference).						• Visual support NAS • Using visual supports for young children with autism (NB although the focus is on younger children, many of the principles and approaches can be applied and adapted for young adults with autism) AET post 16 autism standard - 41

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Enabling participation						
48 You recognise that young people on the autism spectrum will benefit if you adjust your communication style by speaking clearly, slowly and calmly, and give young people enough time to respond to your instructions and requests.						• Wave Autism Inclusion • Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language? by Olga Bogdashina • The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey • Information for Tutors City College Norwich AET post 16 autism standard - 40
49 You have knowledge of alternative (non–spoken) forms of communication (e.g. objects, photos, symbols, pictures) and understand how a young person on the autism spectrum might benefit from and be taught to use these.						• Alternative and Augmentative Communication including Objects of reference • Augmentative and Alternative Communication • Means, Reasons and Opportunity • Learning to communicate better • Routes for Learning, Training for Teachers of learners with severe, profound, and complex learning difficulties • Clips from Phoebe Caldwell Intensive Interaction training DVD: Film clip 1 Film clip 2 AET post 16 autism standard - 40

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Enabling participation						
50 You understand that behaviour may be a form of communication, and adopt a calm, empathetic approach, giving young people on the autism spectrum time to process and respond to instructions.						• Hackney College: Working with learners with autism. • Wave Autism Inclusion • Top Tips for Managing behaviour in 'Learning Support Matters' • Untangling the "Why?" Sheila Bell AET post 16 autism standard - 42
51 You consider the accessibility of the learning environment by taking into account the social demands of working with or being with other people.						• Adult with autism talking about sensory needs • Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich • The College we want Gatehouse learners • Glimpses of Asperger's for friends and Colleagues AET post 16 autism standards - 34 and 35

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed/Voice)	Resources and links which illustrate the competency
Enabling participation						
52 You know that young people on the autism spectrum may have sensory processing difficulties associated with seeing, hearing, touching, tasting and smelling, as well as sensing where their body is and maintaining balance. You take these issues into account when considering a suitable learning environment and when interpreting a young person's actions.						• Sensory audit tool for environments • Sensory checklist to assess the sensory challenges within a setting • Sensory assessment checklist • Sensory Perceptual Issues in Autism and Asperger Syndrome: Different Sensory Experiences, Different Perceptual Worlds by Olga Bogdashina • Adult with autism talking about sensory needs • Untangling the "Why?" Sheila Bell AET post 16 autism standard - 39
53 You monitor young people's physical and emotional well-being and recognise signals that they are distressed, unwell, in pain or upset.						• Wave Autism Inclusion AET post 16 autism standards - 7 and 44
*54 You use your knowledge of autism and the individual to interpret behaviour and know how to observe, record, analyse, de-escalate and reduce behaviours which may be harmful to themselves or others.						• STAR approach to managing challenging behaviour • Wave Autism Inclusion • Untangling the "Why?" Sheila Bell AET post 16 autism standard - 43

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Enabling participation						
*55 You understand that enabling environments through making reasonable adjustments is a statutory obligation in equality law, and that in terms of 'good autism practice' this is a minimum requirement.						• Equality Law Guidance • Equality Act 2010: Guidance • Equality Legislation • Implementing the 0 to 25 SEND system: further education AET post 16 autism standard - 11
*56 You oversee an audit of existing learning environments and share ideas on how to make these more enabling.						• Sensory audit tool for environments • Sensory assessment checklist AET post 16 autism standards - 39, 41, 44 and 48
*57 You understand the rationale for the key strategies used with young people on the autism spectrum in your setting and discuss these with staff.						• Wave Autism Inclusion AET post 16 autism standards - 3, 40 and 43
*58 You support and advise colleagues, especially new or inexperienced staff, in adapting their communication and teaching style to suit the needs of the young people on the autism spectrum they teach.						• Wave Autism Inclusion • Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language? by Olga Bogdashina • The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey • Information for Tutors City College Norwich • Glimpses of Asperger's for friends and Colleagues • Autism and the Art of Communication AET post 16 autism standards - 24, 46 and 47

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Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Enabling participation						
*59 You oversee and co-ordinate ongoing staff training in autism across the workforce (e.g. from specialist teachers to catering and reception staff) including an induction programme for new staff (including supply staff), to ensure colleagues keep abreast of new developments and update their skills and knowledge.						• AET training • A Valuable Insight into Autism in 'Learning Support Matters' • Glimpses of Asperger's for friends and Colleagues AET post 16 autism standards - 46 and 47
*60 You observe young people on the autism spectrum and consult with them about their sensory environment. You identify quiet spaces and monitor how these are being used.						• Autism and the Green Room • The Rug Room, a purpose-built social space, safe haven and inclusive learning environment for students on the autistic spectrum at City College Norwich • Dudley College; Making our college more autism friendly AET post 16 autism standard - 39
*61 You conduct audits of whole organisation effectiveness in relation to young people on the autism spectrum, using the AET National Autism Standards or a similar document.						• AET post 16 autism standards AET post 16 autism standard - 45

Competency	NYD	Dev	Est	Priority rating (High/Medium/Low)	Type of evidence (Document/Observed/Voice)	Resources and links which illustrate the competency
Enabling participation						
*62 You conduct a regular audit of staff training needs and confidence in working with young people on the autism spectrum, using this post 16 autism competency framework, or a similar resource.						• AET training hubs AET post 16 autism standards - 24, 46 and 47
*63 You observe, record and analyse any actions or issues which are a cause for concern and provide information to colleagues on the relevant legal frameworks including safeguarding and physical intervention. You liaise with young people and relevant individuals in order to develop effective risks assessments and support plans for each young person with autism.						• Guidelines to promote a safeguarding approach to positive physical contact with learners with profound and complex need • Safeguarding AET post 16 autism standard - 43
*64 You build partnerships with a range of organisations, including local employers, in order to provide young people on the autism spectrum the right experience to achieve their goals. You know how to make appropriate adaptations to the work place including job carving and provide training for employers (and staff) to improve understanding and enable them to make the necessary adjustments.						• Project Search @ City College Norwich and City of Bristol College in 'Learning Support Matters 3' • Coventry Ability Works: The Employment Maze Worker • Enhancing Employability DVD • Employer showcase event • East Cheshire Employer Engagement Pack • Inspiration Days • Skills Passport AET post 16 autism standards - 28, 31, 32 and 41

R. Next steps action plan

Competency	Competency numbers with highest priority	Next steps	Time scale
The individual			
Building relationships			
Curriculum and learning			
Enabling participation			

S. References and further suggested reading

- Autistic Spectrum Disorders: An Introductory Handbook for Practitioners by Rita Jordan

- The Handbook of Autism: a Guide for Parents and Professionals by Maureen Aarons & Tessa Gittens, Routledge 1992

- Autism and Asperger's Syndrome by Uta Frith, Cambridge University Press 1991

- Lawson, W. (2010) The passionate mind: how people on the autism spectrum learn, London: Jessica Kingsley

- Life at the Edge and Beyond: Living with ADHD and Asperger Syndrome by Jan Greenman, (2010)

- Life Behind Glass. By Wendy Lawson, (1998) London: Jessica Kingsley

- Grandin, T. (2008) The way I see it: A personal look at Autism and Asperger's, Texas: Future

- The Adolescent and Adult Neuro-diversity Handbook: Asperger Syndrome, ADHD, Dyslexia, Dyspraxia and related conditions by Sarah Hendrickx

- Sensory Perceptual Issues in Autism and Asperger Syndrome: Different Sensory Experiences, Different Perceptual Worlds by Olga Bogdashina

- Autism: Explaining the Enigma (Cognitive Development) by Uta Frith

- Theory of Mind and the Triad of Perspectives on Autism and Asperger Syndrome: A View from the Bridge by Olga Bogdashina

- Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language? by Olga Bogdashina

- The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey

- AS and Sexuality: From Adolescence through Adulthood by Isabelle Henault

- Love, Sex and long term relationships, what people with Asperger syndrome really really want — Sarah Hendrickx

- The Independent Woman's Handbook for super safe living on the autistic spectrum by Robyn Steward

- Autism and the transition to Adulthood; Success beyond the classroom. By Wehman, P., Datlow Smith, M and Schall, C.

- Asperger Syndrome and Employment: What people with Asperger syndrome really really want by Sarah Hendrickx

- Autism — Preparing for adulthood by Patricia Howlin, Routledge 1997

- Career Training and Personal Planning for Students with Autism Spectrum Disorders. A Practical Resource for Schools by Vicki Lundine and Catherine Smith

- Understanding and Teaching Children with Autism by Rita Jordan & Stuart Powell, Wiley 1995

- Access and Inclusion for Children with Autistic Spectrum Disorders. 'Let Me In' by Matthew Hesmondhalgh and Christine Breakey

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The Wing Centre

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autism education trust

post 16 programme

making sense of autism
autism competency framework

To find out more please contact:

AET, c/o National Autistic Society, 393 City Road, London EC1V 1NG, UK

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London: Autism Education Trust

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