

CURRICULUM MAPPING DOCUMENT FOR POSTGRADUATE TRAINING FOR SOCIAL WORK WITH AUTISTIC PEOPLE



This document maps the Capabilities Statement for Social Work with Autistic Adults, with the Knowledge and Skills Framework (KSS), and the Professional Capabilities Framework (PCF) Super Domains and Domains.

It should be read alongside the outline post-graduate curriculum.

This mapping document will enable higher education institutes to identify which module supports which element of the Capabilities Statement, KSS and PCF.

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Recognising individuals' strengths and empowering them</p>	<p>Accept autistic people for who they are. Develop understanding of the barriers autistic people may experience in education and in the community and effective approaches to supporting social inclusion, access to the community and to educational and employment opportunities. Promote positive autistic identity, including through recognising the importance and value of passionate interests and hobbies.</p> <p>Provide information and offer communication in a range of formats (e.g. photos, text) as a standard accessibility measure for all people, including those who use speech. Avoid imposing ideas of what is 'normal' on autistic people. Accept choices to refrain from or withdraw from social interaction and recognise the difference between these choices and difficulties/barriers to accessing social interaction. Accept choices to maintain sameness and routines and recognise the difference between these choices and difficulties/barriers to coping with changes. Support access to full citizenship rights and community participation for autistic people. Facilitate access to autistic-controlled space and the wider autistic community.</p> <p>Provide person centred support using a strengths-based approach, supporting autistic people to be empowered by services and to be as independent as possible.</p> <p>Challenge tokenism in involving autistic people and seek to empower autistic people in genuine participation and leadership.</p>	<p>PRACTICE</p> <p>6 Critical reflection and analysis</p> <p>IMPACT</p> <p>8 Contexts and organisations</p> <p>9 Professional leadership</p>	<ul style="list-style-type: none"> The role of social workers working with adults. 	<p>Capability 1 Understanding autism At Tier 1 (a) (b) (l) At Tier 2 (a) (e)</p> <p>Capability 2 Identification, assessment & diagnosis At Tier 2 (g) At Tier 3 (h)</p> <p>Capability 8 Supporting where behaviour may challenge At Tier 2 (d) (e)</p> <p>Capability 9 Forensic support At Tier 3 (n)</p> <p>Capability 11 Meaningful activity and independence At Tier 2 (c) (d) (n) At Tier 3 (a) (l)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Promoting the human rights and dignity of autistic adults</p>	<p>Work to protect and positively promote the human rights of autistic people across the spectrum.</p> <p>Understand the human rights issues involved in the use of the Mental Health Act and detention in Assessment and Treatment Units for autistic people and seek community-based care and support to prevent and respond to crises and behaviours which may challenge.</p> <p>Recognise the value of rights-based models of care and actively challenge inequality and discrimination. Identify and promote reasonable adjustment for autistic people.</p>	<p>PURPOSE</p> <p>4 Rights, Justice and Economic Wellbeing</p>	<ul style="list-style-type: none"> All the domains of the Knowledge and Skills Statement for Social Workers in Adult Services. 	<p>Capability 1 Understanding autism At Tier 1 (j) (m)</p> <p>Capability 3 Person-centred care and support At Tier 2 (n)</p> <p>Capability 5 Sensory processing and environment At Tier 2 (c)</p> <p>Capability 11 Meaningful activity and independence At Tier 2 (m)</p> <p>Capability 15 Law, ethics and safeguarding At Tier 2 (a) (i)</p> <p>Capability 16 Equality, diversity and inclusion At Tier 2 (j) At Tier 3 (b) (c) (e)</p> <p>Capability 17 Leadership and management At Tier 3 (e) (i)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Promoting self-determination, advocacy and anti-oppressive practice</p>	<p>Respect and promote the autonomy of autistic people, facilitating choice and control over major life decisions whenever possible. Support and prioritise the development of autistic people’s experience and skills in decision-making to increase their capacity to make their own decisions. Understand statutory duties for independent advocacy and work effectively with advocates in practice. Recognise the difference (and potential conflict) between autonomy and independence.</p> <p>Make and advocate for reasonable adjustments to enable autistic people to make decisions – such as providing information in accessible formats and quiet time to think and process. Actively support the development of self-advocacy skills. Distinguish between unmet support needs and unwise decisions. Respect the rights of autistic people to privacy, dignity and the maximum possible control over their own lives.</p> <p>Recognise the rights of autistic people to full, honest information about their own lives, including when they might react adversely to the information. Regularly review and question restrictions, seeking to minimise them. Robustly review and, when necessary challenge, care and support services to ensure that staff follow care plans in practice and avoid encouraging unquestioning compliance.</p> <p>Identify and be responsive to multiple identities and diversity amongst autistic people and their families.</p> <p>Support autistic people to navigate barriers to services and maximise control over their own support, including through the use of direct payments.</p>	<p>PURPOSE</p> <p>2 Values and Ethics</p> <p>3 Equality and Diversity</p> <p>IMPACT</p> <p>9 Professional leadership</p>	<ul style="list-style-type: none"> All the domains of the Knowledge and Skills Statement for Social Workers in Adult Services. 	<p>Capability 1 Understanding autism At Tier 2 (s) At Tier 3 (b) (c)</p> <p>Capability 3 Person-centred care and support At Tier 2 (e) At Tier 3 (g)</p> <p>Capability 6 Families and carers as partners At Tier 2 (g) (h)</p> <p>Capability 10 Relationships, sexuality and sexual health At Tier 2 (d)</p> <p>Capability 11 Meaningful activity and independence At Tier 2 (a) (f) (g) At Tier 3 (j)</p> <p>Capability 15 Law, ethics and safeguarding At Tier 2 (f) (q)</p> <p>Capability 16 Equality, diversity and inclusion At Tier 2 (c) (d) (e) (f) (g)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Understanding autism and co-existing conditions</p>	<p>Beyond general awareness to sound knowledge of practical issues and strategies relevant to social work; adaptations and adjustments; co-existing conditions and health inequalities</p> <p>Revision and extension of basic autism knowledge including respectful terminology, spectrum concept, diagnostic criteria, key characteristics and how these may present (including masking), prevalence, common co-occurring conditions (including learning disabilities, mental health conditions, physical conditions, other neurodevelopmental conditions), changing and developing views of autism including additional characteristics, sensory differences and issues around diagnosis.</p> <p>Understand the range of difficulties and challenges that autistic people can experience in everyday life and how these may impact on wellbeing, Care Act outcomes, mental health and mental capacity. Understand the range of skills, strengths and identities autistic people can have and how these may be relevant to their goals, wellbeing and outcomes. Understand that every autistic person is an individual and unique and avoid unwarranted generalisations about autistic people.</p> <p>Understand how to make practical adaptations and adjustments to make services accessible to autistic people including those relevant to communication, sensory needs and rigidity. Recognise the barriers autistic people face in accessing the physical and social environment, including the experience of trauma and the potential impact of these on behaviour and mental health. Use accessibility strategies such as: written as well as oral communication, processing time, sensory adaptations, use of everyday technology.</p> <p>Develop knowledge of common co-occurring conditions including learning disability, mental health conditions, epilepsy and other health conditions, other neurodevelopmental conditions such as ADHD. Be able to recognise the signs/symptoms of these in autistic people, including how they may present differently than in non-autistic people, and make appropriate referrals.</p>	<p>PRACTICE</p> <p>5 Knowledge</p>	<ul style="list-style-type: none"> • Person-centred practice. • Safeguarding, mental capacity. • Effective assessments and outcome-based support planning. • Direct work with individuals and families. • Supervision, critical reflection and analysis. 	<p>Capability 1 Understanding autism At Tier 1 (a) (c) At Tier 2 (a) (q)</p> <p>Capability 2 Identification, assessment and diagnosis At Tier 2 (a) (b) (c) (d)</p> <p>Capability 11 Meaningful activity and independence At Tier 2 (k) (l)</p> <p>Capability 12 Physical health At Tier 2 (a) (b)</p> <p>Capability 13 Mental health At Tier 2 (a) (b) (c) (d)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Developing relationship-based approaches</p>	<p>Working with autistic people, parents and families (recognising that they may or may not be autistic too), developing understanding of and empathy with autistic perspectives</p> <p>Recognise, respect and adapt for autistic differences in communication and social interaction. Be able to engage with both the autistic person and their family/carers, promoting the autistic person’s autonomy and recognising conflicts of interest. Support and encourage the autistic person’s development of experience and skills in decision making. Build relationships and develop trust with autistic people and families who have had past negative experiences.</p>	<p>PRACTICE</p> <p>7 Skills and Interventions</p>	<ul style="list-style-type: none"> • Person-centred practice. • Mental capacity. • Effective assessments and outcome-based support planning. • Direct work with individuals and families. 	<p>Capability 1 Understanding autism</p> <p>At Tier 1 (f)</p> <p>At Tier 2 (c)</p> <p>Capability 2 Identification, assessment and diagnosis</p> <p>At Tier 2 (i)</p> <p>Capability 3 Person-centred care and support</p> <p>At Tier 3 (m)</p> <p>Capability 9 Forensic support</p> <p>At Tier 3 (l)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Partnership working and co-production</p>	<p>Make and advocate for reasonable adjustments to services, including adapting communication. Support decision making effectively. Work in a person-centred way, fully acknowledging and respecting autistic perspectives. Promote the full involvement of autistic people in developing and evaluating services.</p> <p>Understand how to adapt communication appropriately for autistic people across a broad spectrum, ranging from using pictures (e.g. photos, Picture Exchange Communication) to very articulate and precise language (disguising communication needs). Be able to identify and advocate for a range of reasonable adjustments. Identify and use appropriate methods to support decision making. Person-centred thinking, focusing on quality of life and wellbeing rather than normalisation. Understand the factors relevant to 'quality of life' for autistic people. Provide person centred support using a strengths-based approach, supporting autistic people to be empowered by services and to be as independent as possible.</p>	<p>PRACTICE</p> <p>7 Skills and Interventions</p> <p>IMPACT</p> <p>9 Professional leadership</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Person-centred practice. • Safeguarding. • Effective assessments and outcome-based support planning. • Direct work with individuals and families. • Supervision, critical reflection and analysis. • Organisational context. • Professional ethics and leadership. 	<p>Capability 2 Identification, assessment and diagnosis At Tier 2 (f)</p> <p>Capability 3 Person-centred care and support At Tier 2 (a) (l) At Tier 3 (d) (f)</p> <p>Capability 16 Equality, diversity and inclusion At Tier 3 (d)</p> <p>Capability 19 Research and evidence-based practice At Tier 3 (j) (k) (l)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Assessment, support and care planning</p>	<p>Be able to adapt and carry out effective assessments and care and support planning with autistic people.</p> <p>Understand and be able to implement the reasonable adjustments and adaptations that may be needed to fully involve autistic people in different types of assessments (as relevant to role). Understand how to undertake person centred assessments which respond to the specific needs of autistic people. Develop knowledge and skills in eligibility decision-making and person-centred care and support planning with autistic adults, including knowledge of common daily living difficulties and challenges in autism. Develop understanding of what good care and support, wellbeing and positive outcomes may look like for autistic people and demonstrate empathy with autistic perspectives in planning care and support.</p>	<p>PRACTICE</p> <p>6 Critical Reflection and Analysis</p> <p>IMPACT</p> <p>1 Professionalism</p>	<ul style="list-style-type: none"> • Person-centred practice. • Safeguarding. • Effective assessments and outcome-based support planning. • Direct work with individuals and families. • Supervision, critical reflection and analysis. • Organisational context. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism At Tier 2 (b)</p> <p>Capability 2 Identification, assessment and diagnosis At Tier 2 (h)</p> <p>Capability 3 Person-centred care and support At Tier 2 (f) (h) (i) (j) At Tier 3 (e)</p> <p>Capability 7 Supporting changes throughout life At Tier 2 (b)</p> <p>Capability 10 Relationships, sexuality and sexual health At Tier 2 (a) At Tier 3 (b) (c) (d)</p> <p>Capability 11 Meaningful activity and independence At Tier 2 (b) (i) (j) At Tier 3 (b) (c) (d) (e) (f) (g) (h)</p> <p>Capability 13 Mental health At Tier 2 (f) At Tier 3 (b)</p> <p>Capability 15 Law, ethics and safeguarding At Tier 2 (j)</p> <p style="text-align: right;">continued over</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Assessment, support and care planning</p>				<p>Capability 16 Equality, diversity and inclusion At Tier 2 (h)</p> <p>Capability 18 Education and personal development At Tier 3 (h)</p> <p>Capability 19 Research and evidence-based practice At Tier 2 (d) (e)</p>
<p>Preventing crisis/ Crisis Intervention</p>	<p>Prevent, plan for, de-escalate and manage crisis situations; support people in need with their crisis; identify distressed behaviour, potential causes and work with autistic people and their families to sustain community-based support.</p> <p>Be aware of the distinction between stress and anxiety and be able to identify common sources of stress for autistic people.</p> <p>Recognise distressed behaviour and identify good practice in managing such behaviour. Understand that effective support for autistic people in distress is likely to involve reducing (rather than increasing) communication, interaction, demands and sensory challenges and apply this knowledge in decision-making.</p> <p>Be able to co-produce an effective crisis plan with autistic people and their family/friends/carer. Be able to identify and challenge the use of restrictive practices.</p>	<p>PRACTICE</p> <p>PURPOSE</p> <p>IMPACT</p> <p>All domains</p>	<ul style="list-style-type: none"> • Person-centred practice. • Safeguarding. • Effective assessments and outcome-based support planning. • Direct work with individuals and families. • Organisational context. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism At Tier 2 (i) (p)</p> <p>Capability 3 Person-centred care and support At Tier 2 (a)</p> <p>Capability 8 Supporting where behaviour may challenge At Tier 2 (j) (k) (l) (m)</p> <p>Capability 9 Forensic support At Tier 2 (c) (e) (m)</p> <p>Capability 17 Leadership and management At Tier 2 (f)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Responding to sensory and communication needs</p>	<p>Develop practical communication strategies when supporting autistic people, including both highly verbal and less verbal individuals and those with and without learning disabilities.</p> <p>Be able to use simple adaptations in communication, such as photos, diagrams and written information. Be aware of and respect the range of non-verbal communication systems autistic people may use including signing, symbols and assistive technology. Recognise the impact of the environment on communication and provide appropriate adjustments to mitigate the effects.</p> <p>Adapt the content and style of your communication to improve communication with autistic people, including becoming confident in providing quiet processing time. Be clear and direct in communication with autistic people, respecting differences in social interaction styles. Develop key skills for communicating effectively with autistic children and adults with a variety of profiles in demanding and one-off situations (e.g. mental health act assessment, Safeguarding enquiry etc.).</p> <p>Understand the importance of functional communication and assess the degree to which care and support is meeting this need.</p> <p>Understand the importance of meeting an autistic person's unique communication and information needs. Understand that communication is about both giving and receiving information and the importance of actively including autistic people in conversations about them. Be aware how autistic people may become overwhelmed with information and need time and quiet space to process and understand information. Actively listen to what a person is saying and be prepared to use patience and perseverance in communication – including being silent to allow thinking time. Use non-confrontational but clear language, responding positively when autistic people use direct language and give direct feedback. Be aware of difficulties and differences in non-verbal communication body language/personal distance. Recognise the impact of stress and anxiety on communication.</p>	<p>PRACTICE</p> <p>5 Knowledge</p> <p>6 Critical Reflection and Analysis</p> <p>7 Skills and Interventions</p>	<ul style="list-style-type: none"> • Person-centred practice. • Direct work with individuals and families. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism</p> <p>At Tier 1 (d)</p> <p>At Tier 2 (d)</p> <p>Capability 4 Communication and interaction</p> <p>At Tier 2 (a) (b) (c) (d) (h) (i) (j)</p> <p>At Tier 3 (a) (b) (c) (d)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Responding to sensory and communication needs</p>	<p>Recognise sensory needs and differences of an autistic person and be able to make appropriate adjustments</p> <p>Be aware of the range of sensory difficulties and over and under sensitivity autistic people may experience and that these may fluctuate and interact with other support needs. Have knowledge of a range of potential sensory adaptations and adjustments and how care and support can be arranged to meet sensory needs. Understand the importance of meeting an autistic person’s sensory needs and the impact on the suitability of care and support options. Respect sensory needs which do not infringe the rights of others and recognise the importance of autistic people being able to meet sensory needs, including when these involve unconventional behaviours.</p>	<p>PRACTICE</p> <p>5 Knowledge</p> <p>6 Critical Reflection and Analysis</p> <p>7 Skills and Interventions</p>	<ul style="list-style-type: none"> • Person-centred practice. • Direct work with individuals and families. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism</p> <p>At Tier 1 (i)</p> <p>At Tier 2 (h)</p> <p>Capability 5 Sensory processing and the environment</p> <p>At Tier 2 (a) (b) (d) (e) (f) (g)</p> <p>At Tier 3 (a) (c)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Supporting and maximising decision-making capacity</p>	<p>Support autistic adults (people) to make their own decisions whenever possible and to maximise their involvement in decisions about their own lives.</p> <p>Be able to identify and use practical strategies to support decision making in autistic adults (people). These may include: processing time, provision of written/visual information, provision of additional information such as social or implicit information, menus of choices and support to communicate and/or execute decisions.</p> <p>Be able to identify and use systematically approaches to develop decision making skills, including through enabling positive risk taking.</p> <p>Develop enhanced awareness of autism specific issues in capacity assessment and best interests decision making in the context of the Mental Capacity Act</p>	<p>PRACTICE</p> <p>5 Knowledge</p> <p>7 Skills and Interventions</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Mental capacity. • Person-centred practice. • Safeguarding. • Effective assessments and outcome-based support planning. • Direct work with individuals and families. • Supervision, critical reflection and analysis. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism At Tier 2 (r)</p> <p>Capability 3 Person-centred care and support At Tier 2 (b) (m) At Tier 3 (c) (h)</p> <p>Capability 4 Communication and interaction At Tier 2 (e)</p> <p>Capability 7 Supporting changes throughout life At Tier 3 (h)</p> <p>Capability 10 Relationships, sexuality and sexual health At Tier 3 (h)</p> <p>Capability 11 Meaningful activity and independence At Tier 2 (e) At Tier 3 (i)</p> <p>Capability 14 Health equality and reasonable adjustments At Tier 2 (k)</p> <p>Capability 15 Law, ethics and safeguarding At Tier 2 (c) (d) (e) (g) (h)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Tackling health inequalities</p>	<p>Knowledge of common co-occurring conditions, including Learning Disabilities, Mental Health conditions, epilepsy, physical health conditions, and other neurodevelopmental conditions. Awareness of health inequalities and early mortality in autism and LD and the relevance of autism as an additional risk factor. Understand the risks of diagnostic overshadowing and the barriers autistic people face in accessing healthcare.</p> <p>Understand how additional conditions may present differently in autistic people. Be able to identify and respond to co-occurring mental health issues in autistic people. Be familiar with and use tools to support communication with and about autistic people in health care e.g. health passports. Identify and advocate for reasonable adjustments to support autistic people in accessing healthcare. Recognise the importance of working together across social care and health to reduce the health inequalities autistic people experience. Consider healthcare needs and the potential role of care and support in accessing healthcare in care plans.</p>	<p>PURPOSE</p> <p>4 Rights, Justice and Economic Wellbeing</p> <p>PRACTICE</p> <p>5 Knowledge</p> <p>IMPACT</p> <p>8 Contexts and organisations</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Person-centred practice. • Safeguarding. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism At Tier 1 (g) At Tier 2 (m) (n) (o)</p> <p>Capability 5 Sensory processing and the environment At Tier 2 (h)</p> <p>Capability 7 Supporting changes throughout life At Tier 2 (i) (j)</p> <p>Capability 10 Relationships, sexuality and sexual health At Tier 2 (e)</p> <p>Capability 12 Physical health At Tier 2 (c) (d) (e) (h) (i) (j) (k) (l) At Tier 3 (a) (b) (d) (e)</p> <p>Capability 13 Mental health At Tier 2 (e) (g) At Tier 3 (a) (f) (g)</p> <p>Capability 14 Health equality and reasonable adjustments At Tier 2 (a) (b) (c) (e) (f) (g) (i) At Tier 3 (a) (c) (d)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Knowledge and skills in safeguarding</p>	<p>Awareness of the specific risks and vulnerabilities autistic people may experience and how to effectively safeguard them, whilst also promoting choice and autonomy. Assess and manage risk and effectively Safeguarding autistic people</p> <p>Understand why and how autistic people may be vulnerable. Recognise the vulnerability of autistic people across the spectrum (including individuals labelled as 'high functioning') and understand how to manage risk and safeguard autistic people effectively.</p> <p>Be aware of the multiple risks autistic people face and the role of care and support in managing these. Support and facilitate the provision of autism-specific, preventive sex and relationships education to autistic young people and adults. Support and facilitate social skills support for autistic people (of all ages) which includes education on potential risks, recognising exploitation and health relationships. Awareness of how and why autistic people may come into contact with the criminal justice system. Develop enhanced awareness of autism specific issues in Safeguarding including issues around sex (including online issues); social behaviour; trust/honesty; risk perception and resistance to change. Increase skills in managing risk with autistic clients, including reflecting on autistic perspectives.</p> <p>Identify when an autistic person may be unable to protect themselves from abuse or neglect and steps that can be taken to safeguard them, including steps to reduce the risk posed by alleged perpetrators. Reflect on the balance between promoting an autistic person's self-determination and protection from harm.</p>	<p>PRACTICE</p> <p>PURPOSE</p> <p>IMPACT</p> <p>All domains</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Person-centred practice. • Safeguarding, • Effective assessments and outcome-based support planning. • Direct work with individuals and families. • Supervision, critical reflection and analysis. • Organisational context. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism At Tier 1 (h) At Tier 2 (t) (u)</p> <p>Capability 3 Person-centred care and support At Tier 2 (o)</p> <p>Capability 9 Forensic support At Tier 2 (f)</p> <p>Capability 10 Relationships, sexuality and sexual health At Tier 2 (b) (c) At Tier 3 (a) (e) (f) (g) (j)</p> <p>Capability 11 Meaningful activity and independence At Tier 2 (o) At Tier 3 (k)</p> <p>Capability 15 Law, ethics and safeguarding At Tier 2 (k) (l) (m) (n) (o) (p) At Tier 3 (d) (e) (g) (l) (m)</p> <p>Capability 17 Leadership and management At Tier 3 (f)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Transition planning for autistic people</p>	<p>Understand the changing needs of autistic people and their families throughout the lifespan and the role of services. Use and advocate for a 'whole life' approach to care and support planning, recognising and planning well in advance for transitions throughout the lifespan.</p> <p>Develop understanding of how autistic people may experience change and transitions and effective approaches to providing support with change, transitions and significant life events including transition from children's to adult services. Understand the developmental nature of autism and how autism may affect transition into adulthood. Explain the transition pathway into adult social care. Recognise the importance of thorough preparation for transitions with autistic people of all ages. Work across agencies to minimise uncertainty and to ensure planning begins early, is detailed and specific, continues consistently through and beyond the transition and that accurate, detailed and specific information is provided to the autistic person throughout.</p> <p>Consider needs for information, preparation and planning in care and support planning. Understand the importance of supporting autistic people's knowledge and skills around understanding of time and planning information and seek to maximise these (e.g. the use of visual timetables, planners, diaries teaching of time telling, days, months, years concepts).</p> <p>Provide preparation and information about upcoming events using a variety of communication methods. Adapt planning and communication about choices in transition to maximise the autistic person's ability to make decisions and knowledge of future plans. Challenge decisions to withhold information, recognising the benefits of preparation, including when an autistic person experiences stress around a change.</p>	<p>IMPACT</p> <p>8 Contexts and organisations</p> <p>9 Professional leadership</p> <p>1 Professionalism</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Person-centred practice. • Mental capacity. • Effective assessments and outcome-based support planning. • Direct work with individuals and families. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism</p> <p>At Tier 1 (k)</p> <p>At Tier 2 (j)</p> <p>Capability 7 Supporting changes throughout life</p> <p>At Tier 2 (a) (c) (d) (e) (f) (g) (h) (k)</p> <p>At Tier 3 (a) (b) (c) (d) (f) (g)</p> <p>Capability 9 Forensic support</p> <p>At Tier 3 (s)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Understanding and applying the law</p>	<p>Knowledge of Equality Act 2010, Human Rights Act 1998, Mental Capacity Act 2005, Mental Health Acts, Care Act 2014, Children and Families Act 2014 (as relevant to adults) and Accessible Information Standard as they apply to social work practice with autistic people. Be able to apply the legal framework in practice.</p> <p>Understand how autism and related diagnoses may fit within the legal definitions of disability/protected characteristic (Equality Act); mental disorder (Mental Health Act); an impairment of, or a disturbance in the functioning of, the mind or brain (Mental Capacity Act); special educational needs (Children & Families Act); and/or physical or mental impairment or illness (Care Act). Knowledge of the requirement to make reasonable adjustments and the services to which this applies.</p> <p>Understand how autism may affect relevant Care Act eligibility outcomes and impact on wellbeing. Be familiar with the main statutory duties of adult social care and how these may apply to autistic people and their families/carers.</p> <p>Awareness of autism specific issues in mental capacity assessment and best interests decision making in the context of the Mental Capacity Act. Be able to undertake a mental capacity assessment and best interests decision making with autistic people, effectively adapting communication and making other reasonable adjustments.</p> <p>Uphold the human rights of autistic people, including those who may lack mental capacity for important decisions and/or those who may be deprived of their liberty. Seek to minimise restrictive practices and advocate for rights-based models of care and support.</p> <p>Understand the legal and policy framework that underpins good practice with autistic people.</p>	<p>PRACTICE</p> <p>5 Knowledge</p> <p>IMPACT</p> <p>8 Contexts and organisations</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Mental capacity. 	<p>Capability 1 Understanding autism</p> <p>At Tier 1 (n)</p> <p>At Tier 2 (v)</p> <p>At Tier 3 (e)</p> <p>Capability 4 Communication and interaction</p> <p>At Tier 2 (n)</p> <p>At Tier 3 (f)</p> <p>Capability 5 Sensory processing and the environment</p> <p>At Tier 3 (d)</p> <p>Capability 6 Families and carers as partners</p> <p>At Tier 3 (f)</p> <p>Capability 9 Forensic support</p> <p>At Tier 3 (g) (h) (i) (o)</p> <p>Capability 11 Meaningful activity and independence</p> <p>At Tier 2 (h)</p> <p>Capability 14 Health equality and reasonable adjustments</p> <p>At Tier 2 (d)</p> <p>Capability 15 Law, ethics and safeguarding</p> <p>At Tier 2 (b)</p> <p>At Tier 3 (a) (b) (c)</p> <p>Capability 16 Equality, diversity and inclusion</p> <p>At Tier 3 (a)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Supporting family, friends and carers</p>	<p>Be able to support family and friends (including parents) and recognise their expertise in relation to autistic children and adults whilst being aware of conflict of interest issues.</p> <p>Knowledge of the heritability of autism and awareness of the potential prevalence of autistic traits amongst family members.</p> <p>Respect and utilise the experience and knowledge of families, friends and carers. Establish and maintain positive relationships with families and carers, whilst respecting the autonomy of autistic people. Develop skills in promoting the autonomy and independence of autistic people, whilst also working constructively with families/carers. Involve families appropriately in best interests decisions and care planning, whilst respecting an autistic persons wishes regarding involvement of their family.</p> <p>Knowledge of the ways in which caring for an autistic person may have positive and negative impacts on family relationships and wellbeing. Be able to support families and carers effectively to sustain and support caring relationships.</p>	<p>PRACTICE</p> <p>5 Knowledge</p> <p>IMPACT</p> <p>8 Contexts and organisations</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Person-centred practice. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism At Tier 2 (k)</p> <p>Capability 3 Person-centred care and support At Tier 2 (c) (d)</p> <p>Capability 4 Communication and interaction At Tier 2 (k)</p> <p>Capability 6 Families and carers as partners At Tier 2 (a) (b) (c) (d) (e) (f) At Tier 3 (a) (b) (c) (d) (e)</p> <p>Capability 8 Supporting where behaviour may challenge At Tier 2 (a)</p> <p>Capability 12 Physical health At Tier 2 (g)</p> <p>Capability 16 Equality, diversity and inclusion At Tier 2 (i)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Supporting parenting</p>	<p>Awareness that autistic adults may be parents and that it is possible for autistic parents to parent successfully. Awareness of the disadvantages, inequalities, discrimination and barriers faced by autistic parents and those with learning disabilities. Be able to balance the best interests of the child/children with support and advocacy for autistic parents. Understanding of the responsibilities of adult social care towards disabled parents and the importance of these in enabling and empowering autistic parents.</p> <p>Understanding of the ways in which autism may impact on parenting style. Awareness of the heritability of autism and the possibility of autistic traits in all family members. Knowledge of how to support autistic parents (with and without learning disabilities) effectively.</p>	<p>PRACTICE</p> <p>PURPOSE</p> <p>IMPACT</p> <p>All domains</p>	<ul style="list-style-type: none"> • Person-centred practice. • Direct work with individuals and families. • Professional ethics and leadership. 	<p>Capability 10 Relationships, sexuality and sexual health At Tier 3 (i)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Being responsible for self and ongoing learning</p>	<p>Know where to access resources and further information about autism. Awareness of own values, beliefs and unconscious biases which may affect work with autistic people.</p> <p>Challenge poor practice, disseminate good practice, reflective practice.</p>	<p>IMPACT</p> <p>1 Professionalism</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Supervision, critical reflection and analysis. • Professional ethics and leadership. 	<p>Capability 1 Understanding autism</p> <p>At Tier 1 (o)</p> <p>At Tier 2 (l)</p> <p>Capability 9 Forensic support</p> <p>At Tier 2 (n)</p> <p>Capability 15 Law, ethics and safeguarding</p> <p>At Tier 3 (k)</p> <p>Capability 16 Equality, diversity and inclusion</p> <p>At Tier 2 (a)</p> <p>Capability 17 Leadership and management</p> <p>At Tier 3 (a) (b) (c)</p> <p>Capability 18 Education and personal development</p> <p>At Tier 2 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l)</p> <p>At Tier 3 (a) (b) (c) (d) (e) (f) (g) (j)</p> <p>Capability 19 Research and evidence-based practice</p> <p>At Tier 2 (a) (b) (c)</p> <p>At Tier 3 (b) (c) (d) (e) (f) (g) (h) (i)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Professionalism: providing leadership in multi-agency work</p>	<p>Work effectively across agencies with autistic adults to enable access to diagnosis; reduce barriers and support access to services; manage risk and support community-based living for autistic people.</p> <p>Be able to recognise possible signs of autism and signpost/advise about diagnosis and appropriate services. Identify how services can be adjusted/adapted to become more accessible to autistic people. Identify high quality care and support for autistic people. Share information about autistic people effectively and lawfully, maximising the autistic person's involvement and consent whenever possible. Facilitate and support effective communication between autistic people and multiple agencies involved.</p>	<p>IMPACT</p> <p>9 Professional leadership</p>	<ul style="list-style-type: none"> • The role of social workers working with adults. • Organisational context. • Professional ethics and leadership. 	<p>Capability 2 Identification, assessment and diagnosis At Tier 3 (l)</p> <p>Capability 4 Communication and interaction At Tier 2 (l) At Tier 3 (g)</p> <p>Capability 5 Sensory processing and the environment At Tier 3 (b)</p> <p>Capability 6 Families and carers as partners At Tier 3 (g)</p> <p>Capability 7 Supporting changes throughout life At Tier 2 (l) At Tier 3 (i)</p> <p>Capability 8 Supporting where behaviour may challenge At Tier 3 (a)</p> <p>Capability 9 Forensic support At Tier 2 (d) At Tier 3 (d) (t)</p> <p>Capability 12 Physical health At Tier 3 (f) (g)</p> <p>Capability 13 Mental health At Tier 2 (j) (k) At Tier 3 (h) (i)</p>

continued over

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Professionalism: providing leadership in multi-agency work</p>				<p>Capability 14 Health equality and reasonable adjustments At Tier 2 (h) At Tier 3 (e) (f) (i)</p> <p>Capability 15 Law, ethics and safeguarding At Tier 3 (f) (h) (i) (j)</p> <p>Capability 17 Leadership and management At Tier 2 (a) (c) (d) At Tier 3 (h) (k) (l)</p>
<p>Preventing and de-escalating crises and behaviour that challenge</p>	<p>Understand the likely causes of behaviours which may challenge in autism, including that behaviours which challenge are not an inevitable part of autism. Respond effectively and safely to an autistic person’s distressed behaviour. Plan care and support in ways which seek to prevent behaviours which may challenge in autistic people by meeting needs effectively, rather than focussing on behaviour ‘management’.</p> <p>Develop skills in responding to distressed behaviour in autistic people. Understand key strategies to prevent behaviours which may challenge in autistic people. Understand how behaviours which may challenge may be related to support needs, particularly:</p> <ul style="list-style-type: none"> ● Access to functional communication to get needs met ● Meeting sensory needs ● Preventing distress due to changes and uncertainty <p>Be able to identify the most likely causes of stress and anxiety for autistic people and be able to support autistic adults to manage stress and anxiety appropriately. Treat the use of any physical intervention, pharmaceutical control of behaviour or any other forms of restraint as failures and plan for care and support which works to eliminate physical interventions and pharmaceutical control of behaviour.</p> <p style="text-align: right;">continued over</p>	<p>PRACTICE</p> <p>PURPOSE</p> <p>IMPACT</p> <p>All domains</p>	<ul style="list-style-type: none"> • Person-centred practice, • Safeguarding, • Mental capacity. • Effective assessments and outcome-based support planning. • Direct work with individuals and families. • Professional ethics and leadership 	<p>Capability 1 Understanding autism At Tier 1 (e) At Tier 2 (f) (g)</p> <p>Capability 4 Communication and interaction At Tier 2 (f) (g) At Tier 3 (e)</p> <p>Capability 8 Supporting where behaviour may challenge At Tier 2 (b) (c) (f) (g) (i) At Tier 3 (b) (c) (d) (f)</p> <p>Capability 9 Forensic support At Tier 2 (i)</p> <p>Capability 13 Mental health At Tier 2 (h) (i)</p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)	KSS	DHSC Core Capabilities Framework
<p>Preventing and de-escalating crises and behaviour that challenge</p>	<p>Avoid labels such as 'challenging' and 'complex'. Seek to understand and empathise with autistic people's perspective and avoid removing choice and control from an autistic person. Challenge proposals/decisions to remove an autistic person from their local community.</p> <p>Promote the modification of care and support environments to meet autistic needs. Seek to work with autistic people to manage stress and recover from distress. Accept and accommodate autistic behaviours that do not infringe the rights of others. Support autistic people to find practical ways to meet their needs which minimise overall harm to themselves and respect the rights of others.</p> <p>Recognise when service policies, placement environments or particular staff are not the right match for an individual. Identify when stretched public resources are leading to short term decisions which are unlikely to be cost effective in the long term. Identify when behaviour is related to an unmet need and meet the need.</p> <p>Reflect on the appropriateness and likely consequences of decisions to increase staffing, restrictions, and/or move autistic people to more adverse sensory environments and consider alternative approaches and models of care and support.</p> <p>Understand the human rights issues involved in the use of the Mental Health Act and detention in Assessment and Treatment Units for autistic people and seek community-based care and support to prevent and respond to crises and behaviours which may challenge.</p>			

References:

Dunn, Yo (2020) Social Work with Autistic People.
 London: Jessica Kingsley

CURRICULUM MAPPING DOCUMENT FOR POSTGRADUATE TRAINING FOR SOCIAL WORK WITH AUTISTIC PEOPLE



Cite as: BASW (2020) Curriculum Mapping Document for Postgraduate Training for Social Work with Autistic People. BASW: Birmingham.

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