Level 2 Certificate in the Principles of Working with Individuals with Learning Disabilities

**Part C**

**Learner Contact Details:**

**Name:**

**Address:**

**Contact Number:**

**Email:**

**Learner Declaration:**

I can confirm that the answers in Part 3 were completed by me, represent my own ideas and are my own work.

Learner signature: Date:

**If you need any help in completing these assessments, refer to the relevant section within workbook C, or contact your Assessor/Tutor.**

**Unit 5: Introductory awareness of autistic spectrum conditions**

**Q1. Describe the types of difficulty that individuals with an autistic spectrum condition may have with: (1.1)**

**a) Language**

**b) Other ways of communicating**

**Q2. Identify problems that individuals with an autistic spectrum condition may have with social interaction and relationships. (1.2)**

**Q3. Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum. (1.3)**

**Q4. Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests. (2.1)**

**Q5a. Describe why autism can be considered as a spectrum. (2.2)**

**Q5b. Describe how the spectrum encompasses individuals differing in the expression and severity of their symptoms. (2.2)**

**Q6. Identify conditions which may be associated with an autistic spectrum condition. (2.3)**

**Q7. Outline the sensory difficulties experience by many individuals with an autistic spectrum condition. (2.4)**

**Q8. Describe behavioural characteristics associated with autistic spectrum conditions and identify reasons why individuals may exhibit such behaviours. (3.1) (3.2)**

|  |  |
| --- | --- |
| **Behavioural characteristics associated with ASCs** | **Reasons why individuals may exhibit these behaviours** |
|  |  |

**Q9. Describe what to do if an individual is highly anxious or stressed. (3.3)**

**Q10. Explain why it is important to have structures and routines in place which match the wishes and needs of the individual. (4.1)**

**Q11. Identify formal and informal support networks for an individual with an autistic spectrum condition. (4.2)**

**a) Formal support networks**

**b) Informal support networks**

**Q12. Explain why it is important to involve families, parents and carers in a person-centred approach to the support of individuals with an autistic spectrum conditions. (4.3)**

**Q13. Describe ways of ensuring that support provided is consistent, both within your own approach and with that of others. (4.4)**

**Q14. Describe how to contribute towards the learning of an individual with an autistic spectrum condition. (4.5)**

**Q15. Explain why it is important to be aware of the impact of your own verbal and non-verbal communication on an individual with an autistic spectrum condition. (5.1)**

**a) Verbal communication**

**b) Non-verbal communication**

**Q16. Identify aspects of the environment that affect communication with an individual. (5.2)**

**Q17. Describe how to reduce barriers to communication with an individual. (5.3)**

**Q18. Outline the use of visual communication systems for individuals who have an autistic spectrum condition. (5.4)**

**Q19. Identify who could provide advice about effective communication with an individual. (5.5)**

**Unit 6: Principles of supporting individuals with a learning disability to access healthcare**

**Q1. Outline what is meant by a rights-based approach to accessing healthcare. (1.1)**

**Q2. Identify legislation which supports a rights-based approach to accessing healthcare. (1.2)**

**Q3. Describe ways that healthcare services should make reasonable adjustments to ensure that they provide equal access to individuals with a learning disability. (1.3)**

**Q4. Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance. (1.4)**

**Q5. Describe the actions to take if an individual cannot give informed consent to the treatment. (1.5)**

**Q6. List three healthcare services that an individual with a learning disability may need to access. Describe their work and how to gain access to each one. (2.1) (2.2) (2.3)**

**1. Healthcare service:**

**Their work:**

**How to access:**

**2. Healthcare service:**

**Their work:**

**How to access:**

**3. Health service:**

**Their work:**

**How to access:**

**Q7. Give six examples of professionals working in different types of healthcare services and outline their roles and responsibilities. (3.1)**

**1. Role:**

**Responsibilities:**

**2. Role:**

**Responsibilities:**

**3. Role:**

**Responsibilities:**

**4. Role:**

**Responsibilities:**

**5. Role:**

**Responsibilities:**

**6. Role:**

**Responsibilities:**

**Q8. Explain how plans for healthcare can be of benefit to an individual with a learning disability. (4.1)**

**Q9. Identify a range of regular health checks that an individual may have to undergo in order to support good health and well-being. (4.2)**

**Q10. Outline how missing regular health checks may increase the risk of poor health and well-being for the individual. (4.3)**

**Q11. Explain the importance of individual preference in relation to treatments available. (4.4)**

**Q12. Identify five barriers to accessing healthcare services that an individual with a learning difficulty may experience, and describe ways to overcome each example. (5.1) (5.2)**

**1. Barrier:**

**Ways to overcome barrier:**

**1. Barrier:**

**Ways to overcome barrier:**

**1. Barrier:**

**Ways to overcome barrier:**

**1. Barrier:**

**Ways to overcome barrier:**

**1. Barrier:**

**Ways to overcome barrier:**

**Q13. Describe reasons why an individual may be reluctant to access healthcare services. (5.3)**

**Q14. List a range of resources that may be helpful to an individual with a learning disability accessing healthcare services. (5.4)**

Well done!

You have completed your assessment C. Please check you

have answered all the questions and signed the learner

declaration on the front page before submitting to your

assessor/tutor.