



AwtistiaethCymru.org

Tîm Awtistiaeth Cenedlaethol
National Autism Team

AutismWales.org

National Autism Training Framework for Wales

This framework was initially adapted from The NHS Education for Scotland Autism Training Framework. Optimising Outcomes, (November, 2014). It has been significantly revised by the National Autism Team working group in 2021.



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Introduction / Background



In response to numerous queries around the content of training for professionals working with Autistic people, we developed a training framework to help commissioners plan and implement training. Based on the NHS Education for Scotland Autism Training Framework, Optimising Outcomes, (November, 2014) we hope that this will help to support consistency of training across Wales.

To ensure that our framework aligned to the new code, the National Autism Team set up a multi-disciplinary diverse working group to co produce an updated framework and look at the training and workforce implications of the Code of Practice for the delivery of autism services for organisations.



Definition:	I want to improve the lives of Autistic people and their families in Wales by gaining a greater understanding of autism.
Knowledge level needed:	<p>Knowledge of can include:</p> <ul style="list-style-type: none"> • Basic level understanding of autism and the ways in which it can affect the daily lives of Autistic people
Core elements of learning/training:	<ul style="list-style-type: none"> • Understanding the impact that autism has on people’s lives • Understanding the impact of environmental factors on Autistic people • Understanding the differences in an Autistic person’s sensory experience • Understanding the social barriers that may impact on Autistic people’s lives • Understanding effective communication methods • Understanding the importance of patterns and routines in providing a structure for Autistic people’s daily lives • Understanding that each Autistic person is unique
Useful resources:	<p>What is Autism? & Autism Aware certification scheme https://AutismWales.org/en/education/autism-aware-certification/</p> <p>Can You See Me? scheme https://AutismWales.org/en/i-am-autistic/resources-for-you/can-you-see-me/</p> <p>Autism Aware Organisation https://AutismWales.org/en/education/autism-aware-certification/autism-aware-organisations/</p> <p>Adapting practice in specific community facing services:</p> <p>Employment scheme https://AutismWales.org/en/employment/i-support-autistic-people-seeking-employment/working-with-autism-scheme/</p> <p>Employer HR Scheme</p>

	<p>https://AutismWales.org/en/employment/i-am-an-employer/employer-certificated-human-resources-scheme/</p> <p>NEW – E-LEARNING</p> <p>MODULE 1 : Understanding Autism – a structured e- learning module which incorporates existing resource from the ‘What is Autism? Film’.</p>
	<p>If you are commissioning training at this level please see the separate advice sheet on our website.</p>

Definition:	I work directly with people, some of whom may be autistic. I want to be able to adapt my practice to better meet the needs of the people I work with.
Knowledge level needed:	<p>Knowledge of can include:</p> <ul style="list-style-type: none"> • Awareness of autism presentation • Recognising the SIGNS of autism including strengths • Able to make adaptations to working practices and physical environments
Core elements of learning/training:	<p>In addition to core elements of Understanding Autism section;</p> <ul style="list-style-type: none"> • Understanding how to adapt practice to accommodate core features, including communication and sensory differences. • Understanding Co-occurring conditions and differential diagnosis and how they relate to autism • Understanding how and when to refer or signpost to more specialist services - pathway/seeking consultation/referral route • Understanding the vulnerabilities related to autism and its implications in safeguarding and POVA matters
Useful resources:	<p>E-learning for Health and Social Care Professionals</p> <p>Adapting practice in specific health, education and community facing services:</p> <p>Early Years - https://AutismWales.org/en/education/i-work-in-an-early-years-setting/</p> <p>Primary School - https://AutismWales.org/en/education/i-work-in-a-primary-school/</p> <p>Secondary School - https://AutismWales.org/en/education/i-work-in-a-secondary-school/</p> <p>Further Education - https://AutismWales.org/en/education/i-work-in-a-further-education-institute/training-films-for-tutor-and-teaching-support-staff/</p>

Work based learning providers - <https://AutismWales.org/en/education/i-am-a-work-based-learning-provider/training-film-resources-for-staff-students/>

Housing Providers

<https://AutismWales.org/en/community-services/i-work-in-housing/housing-certificated-training-scheme/>

Emergency Services

<https://AutismWales.org/en/community-services/i-work-in-the-emergency-services/emergency-services-training-film/>

Case studies: [Case Studies - Awtistiaeth Cymru | Autism Wales | National Autism Team](#)

Working with Willow

Getting to know Gerraint

Hazel's story

	<p>NEW: E- LEARNING - exact detail to be confirmed</p> <p>MODULE 2: Assessments</p> <p>MODULE 3: Call handling - for IAA, anyone who takes calls and offers advice</p> <p>MODULE 4: Commissioning - LA and HBS to ensure that their contracting and commissioning staff have the necessary skills, knowledge, and experience to effectively procure and monitor provision both in house and from 3rd party organisations.</p> <p>MODULE 5: Goal setting/making plans</p> <p>MODULE 6: Sensory</p>
	<p>If you are commissioning training at this level please see the separate advice sheet on our website.</p>

<p>Definition:</p>	<p>I work directly with Autistic people.</p> <p>My role may involve some or all of the following;</p> <ul style="list-style-type: none"> • adapting my practice to meet specific needs • Advising others on implementing specific programmes/ interventions with Autistic people • provide specific support • assessments • making appropriate referrals to specialist services • participating in diagnostic assessment process
<p>Knowledge level needed: Delivering planned interventions</p>	<p>Knowledge of can include:</p> <ul style="list-style-type: none"> • Screening and Diagnostic assessment of autism • Delivering planned interventions with Autistic people under expert supervision in a variety of settings. This may include specialist autism services. • Differential diagnosis and co-occurring conditions; prevalence; trajectory; outcome
<p>Core elements of learning/training:</p>	<p>In addition to core elements of Autism Skilled section;</p> <p>How autism is defined and diagnosed</p> <ul style="list-style-type: none"> • Diagnostic systems and criteria • Screening and diagnostic tools for autism • Integrated assessments <p>Co-occurring conditions and differential diagnoses</p> <ul style="list-style-type: none"> • Associated factors: sensory processing; including interoception • Co-occurring conditions: neurodevelopmental (ADHD, ADD, DCD/Dyspraxia, Dyscalculia, Dyslexia) mental health conditions (eating disorders- ARFID, OCD, Gender Dysphoria, PTSD, Attachment Disorder) physical health conditions (Epilepsy, Fibromyalgia, Ehlers Danlos Syndrome)

	<ul style="list-style-type: none"> • Impact on individual and family in relation to complex and co-occurring conditions <p>Intervention and support</p> <ul style="list-style-type: none"> • UK and Welsh guidelines for management, support and intervention • Evidence-based intervention and support in relation to adapted working practices and physical environments • Post diagnostic support for individuals, families and carers • Bio-social interventions with Autistic children and adults • Autism adapted risk assessment and risk management <p>Management and Service delivery</p> <ul style="list-style-type: none"> • Partnership work • Specialist supervision skills, training, and professional consultation
Useful resources:	<p><u>SIGNS of Autism</u> The Birthday Party - https://AutismWales.org/en/community-services/i-work-with-children-in-health-social-care/the-birthday-party/</p> <p>Early Years - https://AutismWales.org/en/education/i-work-in-an-early-years-setting/</p> <p>Primary School - https://AutismWales.org/en/education/i-work-in-a-primary-school/</p> <p>Secondary School - https://AutismWales.org/en/education/i-work-in-a-secondary-school/</p> <p>Further Education - https://AutismWales.org/en/education/i-work-in-a-further-education-institute/training-films-for-tutor-and-teaching-support-staff/</p>

Work based learning providers - <https://AutismWales.org/en/education/i-am-a-work-based-learning-provider/training-film-resources-for-staff-students/>

Housing Providers

<https://AutismWales.org/en/community-services/i-work-in-housing/housing-certificated-training-scheme/>

Emergency Services

<https://AutismWales.org/en/community-services/i-work-in-the-emergency-services/emergency-services-training-film/>

Webinars:

Wenn Lawson – Self-discovery, Autism & Gender –

Autism Wellbeing – Eating, Food and Diet

Paola Falcoski – Eating disorders and Autism

AutSide Education and Training – Autism & Eating

Tony Attwood – Autism and Family Dynamics

Tony Attwood – Dual Diagnosis

Primary Care training

If you are commissioning training at this level please see the separate advice sheet on our website.

Autism expertise

<p>Definition:</p>	<p>I work directly with Autistic people with co-occurring conditions and/or complex needs.</p> <p>My role may involve some or all of the following;</p> <ul style="list-style-type: none"> • conduct diagnostic assessments • conduct complex assessments • differential diagnostic opinions • provide specialist supervision/management • delivering specialised training • offer specialist consultancy advice and guidance • offer expert opinions • produce detailed plans, intervention strategies and reports
<p>Knowledge level needed:</p>	<p>Knowledge of can include;</p> <p>understanding of:</p> <ul style="list-style-type: none"> • A range of screening and assessment tools • Sensory profiling assessment • Risk assessment • Differential diagnosis • Co-occurring conditions • Current scientific evidence • Current research <p>skills and experience in:</p> <ul style="list-style-type: none"> • Consultancy and supervision • Adapted risk assessment • Differential diagnosis

	<ul style="list-style-type: none"> • Co-occurring conditions • Multi-element evidence-based intervention
Core elements of learning/training:	<p>In addition to core elements of Autism Enhanced section;</p> <p>How autism is defined and diagnosed</p> <ul style="list-style-type: none"> • Diagnostic systems and criteria • Screening and diagnostic tools for autism • Sensory profiling • Co-occurring conditions and differential diagnoses <p>Co-occurring conditions and differential diagnoses</p> <ul style="list-style-type: none"> • Neurodevelopmental conditions • Mental health conditions • Trauma and attachment including Adverse Childhood Experiences • Medical conditions/genetics • Individual profiles in autism • Impact on individual and family in relation to complex and co-occurring conditions • Pathologic Demand Avoidance <p>Intervention and support</p> <ul style="list-style-type: none"> • UK and Welsh guidelines for management, support and intervention • Post diagnostic support needs for highly complex presenting problems for individuals, families, and carers • Person centred approaches • Bio-social interventions with Autistic children and adults • Sensory interventions • Evidence-based intervention and support in relation to adapted working practices and physical environments • Specialist risk assessment and risk management within legislative and policy framework

	<p>Management and Service delivery</p> <ul style="list-style-type: none"> • Multi-agency Partnership work • Specialist supervision skills, training and consultancy • Planning of service delivery • Capacity building <p>Training others to screen, assess and diagnose</p> <ul style="list-style-type: none"> • Consulting and supervising on assessment and diagnosis
Useful resources:	<p><u>SIGNS of Autism</u> The Birthday Party - https://AutismWales.org/en/community-services/i-work-with-children-in-health-social-care/the-birthday-party/</p> <p>SPCAHMS training - tbc</p>
	<p>If you are commissioning training at this level please see the separate advice sheet on our website.</p>

Appendix 1 – National Autism Team resources



Autism Aware scheme

This generic eLearning scheme provides a basic overview of autism and is supported by a certification scheme. Individuals can undertake the scheme here: <https://AutismWales.org/en/education/autism-aware-certification/>

Autism Aware Organisation

and organisations can sign up to being an autism aware organisation here:

<https://AutismWales.org/en/education/autism-aware-certification/autism-aware-organisations/>

Can You See Me? scheme

This scheme aims to improve understanding (and therefore access) across all community provision. Targeted information for a range of businesses and services (such as high street shops, supermarkets, leisure and social activities, hairdressers, banks etc.) help staff to recognise when someone is autistic and to adapt their approach accordingly.

Autistic people are provided with resources to enable them to let others know they have autism.

More information can be found at:

<https://AutismWales.org/en/i-am-autistic/resources-for-you/can-you-see-me/>

[Can you see me? - Awtistiaeth Cymru | Autism Wales | National Autism Team](#)

Employment scheme

The scheme aims to increase knowledge and awareness of the needs of Autistic people amongst **those who are supporting them to secure employment**. The scheme includes e-learning resources available in video, PowerPoint or PDF formats, alongside a certification scheme. The resources are free to access via:

<https://AutismWales.org/en/employment/i-support-autistic-people-seeking-employment/working-with-autism-scheme/>

Employer / HR Scheme

The scheme aims to increase knowledge and awareness of the needs of Autistic people in the work place. It overviews the difficulties Autistic people experience in the work place and provides advice on how HR professionals / employers can make the workplace more accessible. The scheme includes an e-learning resource available PowerPoint or PDF formats, alongside a certification scheme. The resources are free to access via:

<https://AutismWales.org/en/employment/i-am-an-employer/employer-certificated-human-resources-scheme/>



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Learning about Autism –Early Years

A whole school training programme, including a self-evaluation tool based on the Estyn and CSSIW inspection framework, a training video, a guide for early years settings, children’s ‘Teifi and Friends’ cartoon and supportive resources is free to access and available here:

<https://AutismWales.org/en/education/i-work-in-an-early-years-setting/>

Learning about Autism –Primary School

A whole school training programme, including a self-evaluation tool based on the Estyn inspection framework, training videos, a guide for mainstream primary schools, children’s ‘Autism Superhero’ scheme and supportive resources is free to access and available here:

<https://AutismWales.org/en/education/i-work-in-a-primary-school/>

Learning about Autism –Secondary School

A whole school training programme, including a self-evaluation tool based on the Estyn inspection framework, training videos, a guide for mainstream secondary schools, pupil’s ‘Sgilti’ animated film, and supportive resources is free to access and available here:

<https://AutismWales.org/en/education/i-work-in-a-secondary-school/>

Further Education

<https://AutismWales.org/en/education/i-work-in-a-further-education-institute/training-films-for-tutor-and-teaching-support-staff/>

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SIGNS of autism



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Within the toolkit there is a specific section for referrers which includes tools, signs of Autism along with sample referral forms and other resources. The direct link to this section is:



The Birthday Party - <https://AutismWales.org/en/community-services/i-work-with-children-in-health-social-care/the-birthday-party/>



Appendix 2 – Additional resources and useful links



[Useful links - Awtistiaeth Cymru | Autism Wales | National Autism Team](#)



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