



Maudsley
Learning

Directory of training initiatives mapped against the Core Capabilities Framework for Supporting Autistic People (2019)

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About Maudsley Learning



Maudsley Learning is a mental health training centre within South London & Maudsley NHS Foundation Trust and the Institute of Psychiatry, Psychology and Neuroscience. Our mission is to produce the highest quality mental health and wellbeing education and training products.

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About The Estia Centre, South London and Maudsley NHS Foundation Trust



[The Estia Centre at South London & Maudsley NHS Foundation Trust](#) is a market leader in training and research in mental health, intellectual disabilities (ID), and autism. The Estia Centre provides training at scale to local and national NHS teams, statutory and non-statutory services, and voluntary organisations.

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About Autistica



Autistica is the UK's national autism research charity, focusing on giving autistic people the opportunity to live long, happy, healthy lives.

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About Health Education England



Health Education England (HEE) exists for one reason only: to support the delivery of excellent healthcare and health improvement to the patients and public of England. This is achieved by ensuring that the workforce of today and tomorrow has the right numbers, skills, values and behaviours, at the right time and in the right place.

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Introduction

The [Core Capability Framework \(CCF\) for Supporting Autistic People \(2019\)](#) outlines the skills, knowledge, and behaviours that people bring to their workplace. It is designed to be used to support the development and planning of a workforce, and to inform the design and delivery of education and training programmes.

This resource presents current autism training within England, Wales, and Northern Ireland that currently aligns to the [CCF for Supporting Autistic People \(2019\)](#). Its purpose is to support commissioners, professionals in public facing positions - including health and social care -, and individuals. This is achieved through highlighting available education to improve practice that aligns with the core capabilities listed in the framework, so as to better support autistic people. The directory below highlights the modalities in which training is delivered, the length of training, location, target audience, and confirmation that it aligns with the [CCF](#). For further information about which tier or capabilities the training aligns to, we would recommend that you contact the training provider directly. There is an additional table of university courses that also aligns to the [CCF](#) towards the bottom of this document.

Please note that this a directory of available courses that we have been in contact with and is not an endorsement of any particular course or organisation. A full list of training providers that we contacted can be found at the end of this document. Furthermore, these courses are a reflection of the available courses throughout the duration of this project. Thus, other courses may become available.

The programmes and organisations provided in this directory have been identified through general scoping of the internet and a national survey where participants were able to detail training that they had attended. Only training providers and courses that align to the CCF have been included. An additional list of other autism training providers that were identified, but which training could not be mapped to the CCF, can be found at the end of the directory. Due to the wide target audience for many of the courses, training providers have been listed in alphabetical order for ease of use.

Several gaps in training provision remain to be addressed and can be viewed through the [gap analysis of autism training provisions](#).

Advice for users: if there are any training programmes that you are interested in attending, we recommend that you contact the provider directly. You can do this by pressing on the course provider name which is hyperlinked. This will take you directly to their website.

Training provider	Course Name	Modality	Target audience	Location	Length of training	Topics	Does training map to the CCF
<u>Act for Autism</u>	Autism Awareness workshops for Health Care Professionals	Face to Face Workshop Interactive Virtual	Provide training for healthcare professionals working with or supporting autistic children, young people or adults. Also, potential pre-diagnosis complex social/communication needs.	Locally or nationally face to face Or Virtual Or Internationally	One day 6 hours, or bespoke	<ul style="list-style-type: none"> • What is autism? (the current perspective) • Historical Context • Person Centred Understanding (Relational Approach 'Clear Time' and the '3C Pathway') • The Four Areas of Difference • Differences in Brain Connectivity and the role of reciprocity in communication and interpersonal relationships • The Sensory Reality • Understanding the eighth sense, (interoception) • Executive Function • Anxiety and autism • The presentation and misinterpretation of autism verses mental ill health and visa versa • Recognising and understanding 'meltdowns' and 'shutdowns' • The Behaviour/Response Loop • Case studies • Q and A with an Autistic Advocate • Kinaesthetic empathetic connection exercises and calming and heartbeat work • Adjusting our practise 	Y

<p><u>Act for Autism</u></p>	<p>Act for Autism Teacher/Whole School Autism awareness training</p>	<p>Face to Face Workshop Interactive Virtual</p>	<p>Teachers Support staff Administration Senior management</p>	<p>Locally or Nationally</p>	<p>Bespoke Whole day Whole school provision Half Day Twilight Hours and content to be negotiated</p>	<p>Content of Whole School and/or teacher awareness workshops to be decided by the school and Act for Autism and can include the following topics:</p> <ul style="list-style-type: none"> • What is autism? (the current perspective) • Historical Context • Person Centred Understanding (Relational Approach 'Clear Time' and the '3C Pathway') • The Four Areas of Difference • Differences in Brain Connectivity and the role of reciprocity in communication and interpersonal relationships • The School and Classroom the Sensory Reality • Understanding the eighth sense, (interoception) • Executive Function • Differentiated and thematic teaching • Targets, goals and non-linear learning • Anxiety and autism • The presentation and misinterpretation of autism verses mental ill health and visa versa • Recognising and understanding 'meltdowns' and 'shutdowns' • The Behaviour/Response Loop • Case studies • Q and A with an Autistic Advocate • Kinaesthetic empathetic connection exercises and calming and heartbeat work • Communication with parents • Adjusting our practise 	<p>Y</p>
<p><u>Act for Autism</u></p>	<p>Parent Autism Awareness Training</p>	<p>Face to Face Workshop Interactive Virtual</p>	<p>Parents/carers of autistic children and young people</p>	<p>Locally or Nationally</p>	<p>Four workshops of 3 hours duration, over a four-week period</p>	<p>Parent training provision is delineated by age of the child. <u>Week 1:</u> Autism, present context, historic context. Your child and their autism 'Clear Time' and 'The 3C Pathway' <u>Week 2:</u></p>	<p>Y</p>

						<p>The Sensory world- experiencing it and considering how it impacts on your child Exploring the 7 senses and Interoception (the 8th sense) Anxiety – Consequences and support <u>Week 3:</u> Communication- making connections and building a secure base Understanding Communication, understanding your child’s communication and how to communicate with your child <u>Week 4:</u> Talking about the diagnosis, school challenges, Transitions, advocacy, planning next steps and problem solving <u>Autism awareness workshops for parents of children age 11- 18</u> <u>Week 1:</u> Autism: the context of your teenager’s autism <u>Week 2:</u> Managing Moods- Understanding emotions and behaviours resulting from anxiety and distress <u>Week 3:</u> Social Confusion- relationships and social media. School- motivation to work, engage, learning styles, leaning into special interests <u>Week 4:</u> Personal Hygiene and puberty- difficult conversations. Parent power- supporting each other going forward</p>	
<p><u>ASPECT:</u> <u>autism spectrum counselling and training</u></p>	<p>Several courses offered, see Course Content. Bespoke training courses are also written to clients’</p>	<p>Currently via Zoom which includes powerpoint presentations and workshops.</p>	<p>Anyone who works with autistic young people and adults.</p>	<p>Nationally</p>	<p>Half-day One-day Two-day</p>	<ul style="list-style-type: none"> • Understanding autism • Counselling people with autism • Autism and communication • Understanding autism and behaviour • Autism and relationships • Supporting and caring for people with autism 	<p>Y</p>

	specified requirements.	Future courses may also be delivered face-to-face	Consultation to individuals also offered.				
<u>Autism Spectrum Directions</u>	Autism Diagnostic Observational Schedule 2	Online interactive or face to face	Professionals who are going to use the ADOS-2 as a part of assessments of autistic children or adults.	Locally, nationally, or internationally	2 or 3 days depending on the specific requirements	<ul style="list-style-type: none"> • Introduction to the ADOS-2 • Administration and coding of Modules 1-4 • Watching videos and practice coding of Modules 1-4 • Application of the ADOS-2 in clinical and research settings <ul style="list-style-type: none"> ◦ Administration and coding of the Toddler Module (optional) 	Y
<u>BeyondAutism</u>	Strategies to manage behaviours that challenge: a behaviour analysis approach	Face to Face. Theory, videos, written tasks and discussions.	Any professional working with autistic children & young adults, including school staff, social workers, nurses, & family support workers.	London Also available nationally on request	2 days	<ul style="list-style-type: none"> • Introduction to Behaviour Analysis • What are behaviours that challenge? • Behaviour as communication: introduction to verbal Behaviour • Effective teaching strategies. 	Y
<u>BeyondAutism</u>	Sensory and social story time for children with autism	Face to Face. Theory, videos, written tasks and discussions.	Any professional working with autistic children and young adults, including school staff, social workers, nurses and family support workers.	London Also available nationally on request	1 day	<p>This workshop we will show you techniques which will give you the confidence to make story time engaging for children with autism and Sensory Processing Disorders.</p> <p>Participants will have the opportunity to learn practical tips on how to tailor any story to a child's level of development and use props to make the story even more enjoyable and interactive to maintain a child's attention throughout the story.</p>	Y

<u>BeyondAutism</u>	Introduction to autism – a course for parents, families and carers	Online, quizzes	Families and parents	Online	2- 4 hours	<p>The training covers the journey from diagnosis, through transitions and onto adulthood</p> <p>The aim of the course is to provide useful information about autism and to signpost you to additional support networks that will be relevant throughout your son’s or daughter’s life</p>	Y
<u>BeyondAutism</u>	Introduction to autism – a course for professionals	Online, quizzes	Professionals involved in supporting autistic people.	Online	1 day	<p>The training covers the suggested content from the Tier 1 and 2 capabilities from the Department of Health and Social Care’s ‘Core Capabilities Framework for Supporting Autistic People’. By the end of this course you will:</p> <ul style="list-style-type: none"> • Know the basic facts about autism • Be able to use respectful language and terminology when discussing autism • Know the common characteristics of autism and understand that every person with autism is unique • Understand the importance of communication • Have a better understanding of behaviours that are perceived to challenge • Understand the sensory needs associated with autism • Understand the mental health needs associated with autism • Know the challenges someone with autism may face with transition and change, and how you can support them • Learn about a person-centred approach to support and planning 	Y

						<ul style="list-style-type: none"> Understand the legislation and law associated with equality 	
<u>BeyondAutism</u>	Introduction to behaviour analysis (Four parts)	Online, quizzes, videos	Professionals and families	Online	Four parts of 1 hours	<p>This course is split into four parts:</p> <ul style="list-style-type: none"> Part 1 covers a brief history of behaviour analysis, how behaviour is defined and the key concepts and terminology to understand the study of the science of human behaviour Part 2 builds upon the theoretical framework established in part 1 and applies it to behaviours that challenge. Methods to analyse and record behaviour are detailed and strategies to reduce behaviours that challenge are explained Part 3 examines behaviour that challenges as a form of communication. The course explores Verbal Behaviour and the importance of teaching communication through developing 'mands'. It explains key themes of motivation, prompting and using effective reinforcement Part 4 explores effective teaching strategies. Reinforcement, prompting and errorless teaching approaches are discussed in more detail. It also looks at specific strategies such as Pairing; Discrete Trial Teaching; and Natural Environment Teaching. 	y

<u>Child Autism UK</u>	What is Autism?	Online interactive	Anyone who provides support for autistic children. Would suit both professionals and carers.	Nationally virtual	2.5 hrs	This is an introductory course and includes real cases of how autism affects individuals: <ul style="list-style-type: none"> • The definition and characteristics of autism • Outline of approaches to autism treatment • Hints and tips on managing the child with autism. 	Y
<u>Child Autism UK</u>	Advanced Learners	Online interactive	Those who are able to engage in basic conversations. Would suit parents, teaching assistants and carers.	Nationally virtual	9am-3pm	For those working with children and have some play skills already in place. The course covers: <ul style="list-style-type: none"> • Theory of Mind – the ability to take another person’s perspective, advanced emotions, inferring other people’s mental states • Social skills – advanced play skills, co-operation and school games • National curriculum – The key stage 2 level and how to differentiate the school curriculum for children on the autism spectrum • Advanced conversation skills – listening to conversations and joining in and staying on topic 	Y
<u>Child Autism UK</u>	Increasing Motivation	Online interactive	Anyone who provides direct support for autistic children who are able to engage in basic conversations. Would suit parents, teaching assistants and carers.	Nationally virtual	9am - 3pm	This course will be useful for parents, tutors, teachers, learning support assistants and carers. It highlights the importance of capturing the child’s motivation to learn. It also looks at the link between reinforcement, demand levels and challenging behaviour. This course will provide practical examples of: <ul style="list-style-type: none"> • Identifying and creating potential reinforcers • Pairing • Running preference assessments 	Y

						<ul style="list-style-type: none"> Implementing token economy 	
<u>Child Autism UK</u>	Social Skills and Playdates	Online interactive	Anyone who provides support for autistic children. Would suit both professionals and carers	Nationally virtual	9am - 3pm	<p>This course includes descriptions and illustrations of programmes and techniques for promoting social skills in a variety of environments. It assumes that the child has some descriptive language abilities, some basic play skills and includes the following:</p> <ul style="list-style-type: none"> Teaching techniques (chaining and task analysis) Support systems such as visual support and written support Relationship training through video teaching, role play and social stories Play skills Life skills 	Y
<u>Child Autism UK</u>	Early Learning skills	Online interactive	Anyone who provides support for autistic children. Would suit both professionals and carers	Nationally virtual	9am – 3pm	<p>This course teaches the fundamental skills that are essential for the Early Learner. This will typically include children who are non-verbal or have single words. The topics include:</p> <ul style="list-style-type: none"> Communication skills, how to teach your child to request Choosing a communication system Early social skills Early play skills Language skills Self help skills Motor skills 	Y

<p><u>Child Autism UK</u></p>	<p>Behaviour Management Strategies</p>	<p>Online interactive</p>	<p>Anyone who provides support for autistic children. Would suit both professionals and carers</p>	<p>Nationally virtual</p>	<p>9am – 3pm</p>	<p>This course is designed to provide parents, tutors, learning support assistants, and teachers with an overview of behaviour management. It covers the following areas:</p> <ul style="list-style-type: none"> • Defining behaviour • How challenging behaviours are identified • How possible functions of behaviour are identified • How to collate data • Different behavioural interventions and the pros and cons of each 	<p>Y</p>
<p><u>Child Autism UK</u></p>	<p>Effectively Supporting Children with Autism in School</p>	<p>Online interactive</p>	<p>Anyone who provides support for autistic children within school.</p>	<p>Nationally virtual</p>	<p>9am – 3pm</p>	<p>This presentation includes information regarding techniques including:</p> <ul style="list-style-type: none"> • Prompting • Reinforcement • Task analysis • Promoting communication and interaction <p>It includes a variety of ways in which the national curriculum can be differentiated within schools.</p>	<p>Y</p>
<p><u>Concept Training</u></p>	<p>Autism and Anxiety</p>	<p>Live interactive online course</p>	<p>Anyone supporting autistic people of all ages or people with learning disabilities</p>	<p>Location International virtually</p>	<p>One day (9.30 – 3 pm)</p>	<ul style="list-style-type: none"> • Understanding the effects of anxiety and stress on a person with Autism • Key activities in helping manage anxiety and overload • Practical strategies for helping prepare for change • Techniques to develop relaxation including sensory calming • Personalised well-being plans 	<p>Y</p>

<u>Concept Training</u>	Positive Approaches to Behaviour Management	Live interactive online course	Anyone supporting autistic people of all ages or people with learning disabilities	Internationally virtually	2 hours	<ul style="list-style-type: none"> • What is challenging behaviour • Supporting people with behavioural problems • Practical strategies for difficult behaviour 	Y
<u>Concept Training</u>	Identifying and Managing Sensory Based Behaviours	Live interactive online course	Anyone supporting autistic people of all ages or people with learning disabilities	Internationally virtually	3 hours	<ul style="list-style-type: none"> • An introduction to sensory processing and preferences • An explanation of the difficulties that can arise through sensory processing differences • Identifying behaviours that may originate from sensory processing differences • Strategies for managing sensory based behaviours 	Y
<u>Concept Training</u>	Social Stories and Comic Strip Conversations	Live interactive online course	Anyone supporting autistic people of all ages or people with learning disabilities	Internationally Virtually	2 hours	<ul style="list-style-type: none"> • How social stories and comic-strip conversations develop social understanding • Writing personalised social stories for individuals with Autism • Using comic-strip conversations to develop theory of mind and appreciate the thoughts of others 	Y
<u>Concept Training</u>	Intensive Interaction	Live interactive online course	Anyone supporting autistic people of all ages or people with learning disabilities	Internationally virtually	Full day (9.30 – 3.30)	<ul style="list-style-type: none"> • An understanding of the basic principles of Intensive Interaction • The ability to implement and evaluate Intensive Interaction techniques • An insight into our own experiences and practices with people with Autism • The ability to focus on the difficulties a person is experiencing rather than the 	Y

						<ul style="list-style-type: none"> The knowledge and confidence to build relationships with people with Autism and profound learning disabilities Positive plans for action 	
<u>Concept Training</u>	Rapport Based Communication	Live interactive online course	Anyone supporting autistic people of all ages or people with learning disabilities	Internationally virtually	Two hours	<p>Course content</p> <p>Establishing rapport is an essential first step when supporting a person with Autism. Rapport based communication offers a straightforward and easy to remember way to promote positive social experiences. Experiences of rapport directly lead to:</p> <ul style="list-style-type: none"> Less anxiety Less distress Less behaviour that challenges Better relationships More understanding of needs More mutual co operation 	Y
<u>Connecting Worlds autism training</u>	Autism Awareness Training	<p>Blended learning across all courses. Interactive Face to Face. Involving case studies, role play with volunteers.</p> <p>Some courses are available virtually.</p>	Anyone who has contact with autistic children or adults and/or people with learning disabilities.	Locally, nationally and internationally	One day course	<p>Topics included in training:</p> <ul style="list-style-type: none"> Understanding autism-myths and facts Signs and symptoms Triad of impairments Sensory processing Communication development Supporting understanding How to help – small changes, big differences 	Y
<u>Connecting Worlds autism training</u>	Enhanced Autism Training	<p>Blended learning across all courses. Interactive Face to Face Involving case studies, role play with volunteers.</p>	People with responsibility for providing care and support for an autistic person or people, but who could seek	Locally, nationally, and internationally	One- and two-day courses available	<p>Topics included in training:</p> <ul style="list-style-type: none"> Understanding autism-myths and facts Types of autism and comorbidity The triad of impairments Communication differences Sensory processing and sensory sensitivities Stress and anxiety – long term health risks 	Y

		Some courses are available virtually	support from others for complex management or complex decision-making.			<ul style="list-style-type: none"> Overcoming barriers – approaches and interventions Structure, predictability and routine Positive behaviour Support Safeguarding vulnerable people Reflective practice 	
<u>Connecting Worlds autism training</u>	Essential Autism for Professionals	Blended learning across all courses. Interactive Face to Face involving case studies, role play with volunteers. Some courses are available virtually	Health, social care and other professionals with a high degree of autonomy, able to provide care and support in complex situations and/or may also lead services for autistic people.	Locally, nationally, and internationally	Two days	Topics included in training: <ul style="list-style-type: none"> Understanding autism Theory and process Research and evidence-based practice Creating and maintaining supportive, capable environments Transition planning Partnership and joint working Implementing the Autism Strategy Culture and management Law, ethics and safeguarding Equality, diversity and Inclusion Reflective practice 	Y
<u>Consult Yo Ltd.</u>	Working with Autistic People	Face to face (Live interactive online course during Covid)	Care workers, support workers, personal assistants and others who do or may work directly with autistic people; health, social care, education and other public sector staff who encounter autistic people in their roles; Social Workers, Social	Nationally at venues arranged by the client (primarily local authorities)	One day	<ul style="list-style-type: none"> Know basic facts about autism including: <ul style="list-style-type: none"> how common it is that autism is neurodevelopmental and life long that every person is affected differently and is unique. Be able to use respectful terminology and accept autistic people for who they are Know how to make reasonable adjustments for autistic people and be able to put key adaptations into practice Understand what autistic characteristics may look like in real life situations Understand the importance of meeting an autistic person's unique communication and information needs and develop practical strategies to do so 	Y

			Care Assessors, Transition workers, AMHPs, BIAs, Managers, Health and Social Care staff with strategic/planning /assessment responsibilities as pre-requisite to Assessing, Care Planning and Safeguarding with Autistic People (see below)			<ul style="list-style-type: none"> Recognise some key differences in social interaction e.g. difficulties with small talk, social rules and processing time. Understand how sensory issues can impact on autistic people and be able to make simple changes to ensure an environment is accessible to autistic people Recognise the importance of passionate interests and hobbies. Plan changes in advance whenever possible. Provide preparation and information about upcoming events using a variety of communication methods. Be aware of the wide range of difficulties and challenges autistic people and their families may experience in daily life 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. Know where to access resources and further information about autism. 	
<u>Consult Yo Ltd.</u>	Assessing, Care Planning, and Safeguarding with Autistic people	Face to face (Live interactive online course during Covid)	Social Workers, Social Care Assessors, Transition workers, AMHPs, BIAs, Managers, Health and Social Care staff with strategic/planning /assessment	Nationally at venues arranged by client (primarily local authorities)	One day	<ul style="list-style-type: none"> Communicate effectively with autistic adults and children with a variety of profiles in assessment contexts Make reasonable adjustments to carry out social care (including transition), mental capacity, mental health act or other assessments Undertake person centred assessments which respond to the specific needs of autistic people including effective care and support planning 	Y

			<p>responsibilities as specialist course building on Working with Autistic People (see above)</p>			<ul style="list-style-type: none"> • Be able to identify high quality care for autistic people and how care and support could be improved • Undertake capacity assessment and best interests' decision making with autistic people • Explain the transition pathway into adult social care and the importance of transition planning with autistic people • Assess and manage risk and effectively safeguarding autistic adults and children • Identify the likelihood of co-occurring mental health issues and how these may present differently in autistic people • Provide the right support to families when they need it. • Identify legislation which provides protection to autistic people and how this links to local policy and procedures • Explain how needs change for individuals and their families at different stages of their lives and the role that advocacy can play in the support of autistic people • 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 • Recognise the factors which may be relevant to understanding an autistic person's behaviour and know how to respond effectively • Plan care and support in ways which seek to prevent and manage crises whilst maintaining or 	
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						<p>returning autistic people to living in their communities</p> <ul style="list-style-type: none"> Know where to access resources and further information about autism. 	
Consult Yo Ltd.	<p>Further specialist courses including:</p> <p>Autism for AMHPs</p> <p>Managing aggressive & self-injurious behaviour without restraint</p> <p>Autism and Executive Capacity</p> <p>Sensory workshop</p> <p>Teaching autistic children and young people</p> <p>Autism for foster carers</p> <p>Plus bespoke courses as required for social care, health and education sectors</p>	<p>Face to face (Live interactive online course during Covid except the sensory workshop which requires face to face delivery)</p>	<p>AMHPs, Care workers, support workers, personal assistants, managers of social care services, teachers and teaching assistants, BIAs, social workers, SENCOs, SEN Officers, foster carers</p>	<p>Nationally at venues arranged by client (primarily local authorities)</p>	<p>1 day (Autism for AMHPs, Managing Aggressive & Self-Injurious behaviour without restraint, Teaching Autistic children and young people)</p> <p>½ day (Autism and Executive Capacity, Sensory workshop)</p> <p>2 days (10am-2pm) Autism for foster carers</p>	<p>As appropriate to the specialist topic e.g.</p> <ul style="list-style-type: none"> Mental Health Act assessment with autistic people (Autism for AMHPs) Responding to distressed behaviour in autistic people (Managing aggressive & Self-injurious behaviour without restraint) Distinguishing between unmet support needs and inability to execute a decision (Autism and Executive Capacity) Experiential learning on sensory experience (Sensory workshop) Attainment in the context of spiky profiles (Teaching autistic children and young people) Supporting Autistic children and young people in the classroom environment (Teaching autistic children and young people) Autism vs Attachment issues (Autism for foster carers) 	Y

<p><u>En-Fold</u></p>	<p>Autism Training</p>	<p>Face to face interactive training Live interactive online learning</p>	<p>All professionals and care givers working with those with an Autism Spectrum Condition</p>	<p>Northamptonshire Face to face but Nationally if virtual</p>	<p>A 6-hour session full day training or can be broken down into 3 sessions of 2hrs</p>	<ul style="list-style-type: none"> • What is autism? • Generation gap • Neurological brain difference • Spectrum Condition • Language • Sensory difference • Diagnostic Pathway – children and adults • Female presentation • Linked conditions • Discrimination and legislation • Challenges and strategies to support • Gaslighting • Tools and visuals • Meaningful activity -school avoidance and employment challenges • Strengths and attributes • Application to own practice • Local support available 	<p>Yes</p>
<p><u>Estia Centre</u></p>	<p>Supporting autistic adults with a learning disability</p>	<p>Face to Face online</p>	<p>Anyone who provides support for autistic adults and adults with a learning disability</p>	<p>Face to face 3 times a year locally. nationally or internationally</p>	<p>One day</p>	<p>Course content</p> <ul style="list-style-type: none"> • What is autism • Differences and difficulties adults with autism may experience • Communication • What helps when supporting someone with learning disability and autism <p>Learning outcomes</p> <ul style="list-style-type: none"> • Know what autism is and how it affects people with a learning disability • Understand the main difficulties someone with autism and learning disabilities may experience 	

						<ul style="list-style-type: none"> Be able to contribute to positive support and capable environments for someone who has learning disability and autism 	
<u>FOCAL Consultancy & Training</u>	Understanding autism and supporting medical interventions	Live interactive online course	Anyone who interacts with or supports autistic children, young people and adults requiring medical or care interventions and support in hospitals or health related settings	Locally, nationally or internationally (Virtual)	One day or two half days	<ul style="list-style-type: none"> The main characteristics and features of autism conditions The difficulties that autistic children, young people, and adults may encounter in accessing hospitals and health care services. Exploring potential 'triggers' that autistic people may encounter in hospitals and health-related environments and developing proactive approaches to manage and minimise these. Exploring individualised methods of communication, and practical strategies to support autistic children, young people and adults receiving medical interventions or care in hospitals or health-related settings. 	Y
<u>Geoff Evans Autism Consultant and Trainer. (GEACT)</u>	Understanding and supporting autistic young people with a learning disability.	Face to Face Or online interactive	Anyone who provides support for autistic adults and adults with a learning disability	In the British Isles or Internationally	Half, one, or two-day courses.	<ul style="list-style-type: none"> Social communication and interaction. Rigidity of thought and behaviour. Sensory differences and difficulties. Practical ways of supporting autistic young people with a learning disability across their lives. This including the use of structure, promoting happiness and meaningful lives. 	Y
<u>Geoff Evans Autism Consultant and Trainer. (GEACT)</u>	Understanding and supporting autistic adults with a learning disability	Face to Face Or online interactive	Anyone who provides support for autistic adults and adults with a learning disability	In the British Isles or internationally	Half, one- or two-day courses.	<ul style="list-style-type: none"> Social communication and interaction. Rigidity of thought and behaviour Sensory differences and difficulties. Practical ways of supporting autistic young people with a learning disability across their lives. This including the use of structure, promoting happiness and meaningful lives. Also addressing sensory 	Y

<p><u>Geoff Evans</u> <u>Autism</u> <u>Consultant and</u> <u>Trainer.</u> <u>(GEACT)</u></p>	<p>Understanding and supporting autistic adults in the community to achieve and live happier lives.</p>	<p>Face to face and online.</p>	<p>Anyone who is supporting autistic adults in the community</p>	<p>In the British Isles or internationally</p>	<p>One or two days.</p>	<p>Understanding and appreciating how autism impacts upon the lives of autistic adults living in community setting or independently. The following will be considered.</p> <ul style="list-style-type: none"> • The impact of communication and interaction differences and difficulties. • Rigidity of thought and behaviour. • Sensory processing differences and difficulties. • Promoting independence and meaningful lives. <p>Throughout the training practical ways of supporting and meeting individual needs will be discussed.</p>	<p>Y</p>
<p><u>Geoff Evans</u> <u>Autism</u> <u>Consultant and</u> <u>Trainer.</u> <u>(GEACT)</u></p>	<p>Understanding and supporting autistic young people and adults with behaviours of concern (behaviour that challenges)</p>	<p>Face to face and online.</p>	<p>Anyone who supports autistic young people who have behaviours of concern</p>	<p>In the British Isles or internationally</p>	<p>Half one or two days.</p>	<p>This training takes a holistic approach to understanding and supporting with behaviours of concern. This includes Understanding the reasons and functions of behaviours of concern, including:</p> <ul style="list-style-type: none"> • Sensory processing • Communication and interaction • Promoting happiness and meaningful lives <p>Throughout the training a wide range of practical strategies are explored.</p>	<p>Y</p>
<p><u>Grey Matter</u> <u>Learning</u></p>	<p>Supervision Skills for Managers</p>	<p>Online interactive and competence recording system</p>	<p>Anyone who provides support for autistic adults and adults with a learning disability</p>	<p>National</p>	<p>30 mins - 60 mins</p>	<p>Course Content:</p> <ul style="list-style-type: none"> • What is supervision? • Benefits of supervision • Practicalities of supervision • Person centred supervision • Supervision skills • Giving and receiving feedback • Managing performance • Challenging conversations • Promoting continuous development • Supervision records 	<p>Y</p>

						<ul style="list-style-type: none"> Measuring whether supervision has made a difference 	
<u>Jorik Mol - Professionally Autistic</u>	Tier 1: Tier 2:	Face to face: lectures, workshops, seminars, role-plays Online: live interactive online course, lectures, workshops, seminars	Healthcare, education, social care, third sector, private sector.	Locally, nationally, internationally (virtually + face-to-face)	Half/full day 2-5 day, 1 week+ For bespoke arrangements, please contact Jorik	<p>Example: Tier 1 introductory course (3-day, NHS)</p> <ul style="list-style-type: none"> Introduction to autism and neurodiversity Working with autistic service users 1, 2 Reasonable adjustments 1, 2 Autism and comorbid health disorders (Neuro-) Diversifying the workplace Autism and reducing inequalities 1, 2 Beyond inclusion: thriving and agency 	Y
<u>King's College London</u>	ADI-R Online Training Course	Face to face or virtual	Researchers & clinicians working with children & adults, & who have existing experience with autism spectrum disorders.	Locally, nationally	3 day course	The Autism Diagnostic Interview Revised (ADI-R) is considered to be one of the gold standard clinical diagnostic instruments for assessing autism in children and adults. The ADI-R provides a diagnostic algorithm for autism as described in both the ICD and DSM. This comprehensive interview focuses on behaviour in three main areas: qualities of reciprocal social interaction; communication and language; and restricted and repetitive, stereotyped interests and behaviours	Y
<u>Living autism</u>	Basic Autism Awareness and Understanding	Face to face Or online interactive	Family members Professionals in education, health or social care	Locally nationally or internationally if online	Half-day or Full Day	<p>This interactive course offers a unique perspective on autistic spectrum disorders and how the condition affects individuals.</p> <ul style="list-style-type: none"> Legislation Prevalence The Spectrum History Social communication Routines and rigidity Sensory differences Executive functioning challenges 	Y

<u>Living autism</u>	Autism Awareness, Effective Communication and Engagement	Face to face Or online interactive	Family members Professionals in education, health or social care	Locally nationally or internationally if online	Half-day	The aim of this course is to provide attendees with an understanding of the importance and challenges of engaging with children and adults with autism. The course covers <ul style="list-style-type: none"> • Factors that make communication and engagement challenging; h • How individuals with autism engage; • The impact of sensory differences on communication and engagement; • The environment impacts on communication and engagement; the rules of engagement. 	Y
<u>Living autism</u>	Autism Awareness and Understanding and Supporting Distressed Behaviour	Face to face Or online interactive	Family members, professionals in education, health or social care	Locally nationally or internationally if online	Half-day	The aim of this course is to provide attendees with an understanding that behaviour which challenges in autism is seldom simple or resulting from a single cause. The course covers <ul style="list-style-type: none"> • The role of professionals; • The role of families; • Sensory processing; • Quality of life; the impact of autism. 	Y
<u>Living autism</u>	Autism Awareness and Sensory Differences	Face to face Or online interactive	Family members, professionals in education, health or social care	Locally Nationally or internationally if online	Half-day	The aim of this course is to provide attendees with an understanding of the everyday sensory experiences of people with autism and how to provide practical support. The course covers <ul style="list-style-type: none"> • How sensory differences impact on people with autism; • Exploring all the senses; • Differentiating between hypersensitivity, hyposensitivity and synaesthesia; practical strategies to support people at home and in the workplace.	Y
<u>Living autism</u>	Autism and Dementia	Face to face Or online interactive	Family members, professionals in	Locally	Half-day	The aim of this course is to explore the similarities and cross-overs in experiences of people on the autism	Y

			education, health or social care	Nationally or internationally if online		spectrum and people who develop dementia. It is intended to help show why some strategies that work for autistic people can also work with dementia patients and, therefore, for people with autism who then develop dementia.	
<u>Living autism</u>	Autism Champions (2-day course) – CPD certified	Face to face Or online interactive	Family members, professionals in education, health or social care	Locally Nationally or internationally if online	2 days	<p>The aim of this course is to provide attendees with underpinning knowledge and understanding of Autistic Spectrum Disorders/Conditions. The course covers</p> <ul style="list-style-type: none"> • Autism legislation, statutory guidance and values • Introduction to autism spectrum conditions • Autism and social communication • Autism, rigidity and repetitiveness • Autism and sensory differences • Autism and behaviour • Supporting an autistic individual using a person-centred approach • Your own learners • Environment • Learning styles • How to personalise the information through stories and exercises 	Y- Tier 2
<u>Maudsley Learning</u>	Children and Young People Autism Train the Trainer Programme for Inpatient Facilities	Online interactive masterclass	Inpatient child and young person mental health services	National	5 days	<ul style="list-style-type: none"> • Understand the challenges that children and young people with autism experience whilst on inpatient wards including safeguarding, culture, harmful practice and unconscious discrimination. • Have in depth knowledge and practical skills for working with children and young people with autism. Training will be to tier 3 capabilities (Autism Capabilities Framework 2019) so the learner will have the skills to 	Y

						<p>continuously drive improvements to quality of care.</p> <ul style="list-style-type: none"> • Be able to deliver high quality training to their inpatient colleagues on how to work with children and young people with autism. • Be able to deliver three levels of training (foundation, core, advanced) based on the needs of their colleagues. • Be able to conduct a training needs analysis of the inpatient setting that they work in. 	
<u>Maudsley Learning</u>	Introduction to adult ASD (Autism Spectrum Disorders)	Online interactive masterclass	Healthcare professionals	National	1 day (7 hours)	<ul style="list-style-type: none"> • Describe the aetiology, epidemiology and risk factors of ASD • Identify signs and symptoms of ASD and discuss the clinical presentation of ASD in adults • Discuss comorbidity • Perform a basic clinical assessment and know when/where to refer to specialist services • Discuss the long-term impact of ASD in adulthood • Discuss the service provision for adults with ADHD • Describe principles of management of ASD 	Y
<u>Maudsley Learning</u>	Understanding and supporting autistic adults in mental health services	Online interactive masterclass	Healthcare professionals	national	1 day (7 hours)	<ul style="list-style-type: none"> • Understand autism-Core capability 1 & 2 • Understand personalised support – Core capability 4,7,8 & 9 • Understand law, ethics and safeguarding-Core capability 15 • Understand misdiagnosis of autism/ diagnosis overshadowing with EUPD etc. 	Y

						<ul style="list-style-type: none"> Understand ways to address issues/challenges with transition from child to adult services 	
<u>NAC (Non-Verbal Affective Care) C.I.C</u>	Supporting the emotional and mental wellbeing of children and autistic adults and people with learning disabilities	-Traditional face to face teaching, such as lectures or classroom-based -Interactive face to face training, such as workshops -Live interactive online course	Anyone who provides support for autistic adults and adults with a learning disability	Locally or nationally or internationally	Half day and one day	<ul style="list-style-type: none"> What is emotional wellbeing What science tells us about how we can support emotional wellbeing Specific considerations for people with severe and profound learning disabilities and autism Practical support strategies adapted to meet the needs of this group 	Y (13, 3)
<u>NAC (Non-Verbal Affective Care) C.I.C</u>	Trauma and emotional and mental wellbeing of children and adults with learning disability	-Traditional face to face teaching, such as lectures or classroom-based -Interactive face to face training, such as workshops -Live interactive online course	Anyone who provides support for autistic adults and adults with a learning disability	Locally or nationally or internationally	Half day and one day	<ul style="list-style-type: none"> What is trauma The effects of trauma What science tells us about how we can support wellbeing and healing Specific considerations for people with severe and profound intellectual disabilities Practical evidence-based natural approaches and techniques for caring for people who may be experiencing the effects of trauma, that do not require cognitive and language skills and abilities or specialist equipment. 	Y (13, 3)
<u>National Autistic Society</u>	Understanding autism	E-learning	Anyone	Nationally	90 minutes	<ul style="list-style-type: none"> Definition and diagnosis of autism Common difficulties often faced by autistic people. Strengths and unique attributes of autistic people Challenge common stereotypes enabling environments 	Y
<u>National Autistic Society</u>	Autism and communication	E-learning	Anyone	Nationally	90 minutes	<ul style="list-style-type: none"> Language and communication in autism. Factors that can impact on (successful) communication. 	Y

						<ul style="list-style-type: none"> • Communication preferences of people on the autism spectrum. • Strategies for adapting communication style 	
<u>National Autistic Society</u>	Autism and sensory experience	E-learning	Anyone	Nationally	90 minutes	<ul style="list-style-type: none"> • Information processing and preferences • Differences in how people on the autism spectrum experience and process information. • Impact of sensory differences for people on the autism spectrum. supporting sensory needs 	Y
<u>National Autistic Society</u>	Autism, stress and anxiety	E-learning	Anyone	Nationally	90 minutes	<ul style="list-style-type: none"> • Stress and anxiety and their impact • Stress and anxiety in autism • Factors that impact on autistic people's experience of stress and anxiety reducing the impact of stress and anxiety on autistic people 	Y
<u>National Autistic Society</u>	Autism: supporting families	E-learning	Anyone	Nationally	90 minutes	<ul style="list-style-type: none"> • Experiences of families that include people on the autism spectrum • Support needs of families responding to the support needs of families 	Y
<u>National Autistic Society</u>	Women and girls	E-learning	Anyone	Nationally	2 hours	<ul style="list-style-type: none"> • Differences in the presentation of autism • How autism may present in females, from early years to adulthood • Masking • impact of differences on diagnosis 	Y
<u>National Autistic Society</u>	Safeguarding autistic children	E-learning	Anyone	Nationally	90 minutes	<ul style="list-style-type: none"> • Definitions of autism in the context of safeguarding children • Safeguarding issues in children and young people on the autism spectrum 	Y

						<ul style="list-style-type: none"> • Communication and managing behaviour protecting children and young people on the autism spectrum in different settings 	
<u>National Autistic Society</u>	Autism and the police service	E-learning	Police service	Nationally	90 minutes	<ul style="list-style-type: none"> • Definitions of autism • Reasons why autistic people may be involved in criminality as victims or perpetrators • Vulnerabilities in police settings for autistic people • Supporting autistic people in the community and police settings 	Y
<u>National Autistic Society</u>	Understanding autism	Face-to-face or Live virtual delivery	Professionals that work with autistic people and need an in-depth introduction to autism	Nationally	One-day course (6 hours) or half-day (3 hours)	<ul style="list-style-type: none"> • Understanding the autism spectrum • Areas of difference for autistic people • Anxiety in autism • Theories • Strategies and supportive approaches 	Y
<u>National Autistic Society</u>	The SPELL framework	Face-to-face or Live virtual delivery	Professionals that work with autistic people on a regular basis and have already had basic training in autism	Nationally	One-day course (6 hours)	<ul style="list-style-type: none"> • Understanding autism • Evidence based practice • Values • Strategies and approaches based on the SPELL Framework <ul style="list-style-type: none"> ○ Structure ○ Positive approaches ○ Empathy ○ Low arousal ○ Links 	Y
<u>National Autistic Society</u>	Understanding and supporting autistic people	Face-to-face or Live virtual delivery	Professionals that work with autistic people on a regular basis	Nationally	One-day course (6 hours)	<ul style="list-style-type: none"> • Understanding the autism spectrum • Areas of difference for autistic people • Anxiety in autism 	Y

						<ul style="list-style-type: none"> Summary of strategies and approaches based on the SPELL Framework 	
<u>National Autistic Society</u>	Understanding stress and anxiety in autism and their impact on behaviour	Face-to-face or Live virtual delivery	Professionals that work with autistic people on a regular basis and have already had basic training in autism	Nationally	One-day course (6 hours)	<ul style="list-style-type: none"> Understanding autism Stress and anxiety Stress and anxiety in autism Using the SPELL Framework principles in understanding and supporting autistic people with distressed behaviour 	Y
<u>National Autistic Society</u>	Sensory considerations	Face-to-face or Live virtual delivery	Professionals that work with autistic people on a regular basis and have already had basic training in autism	Nationally	One-day course (6 hours)	<ul style="list-style-type: none"> The sensory systems and sensory processing. How sensory information may be interpreted different by autistic people. Potential impacts on daily life and experiences. How to develop use individualised supportive approaches with autistic people. Identifying strategies and making changes to practice 	Y
<u>National Autistic Society</u>	Autism and SPELL for Higher Education professionals	Face-to-face or Live virtual delivery	University staff who support autistic students. Provided learners have a degree, this course meets the DSA-QAG criteria for university mentors and non-medical helpers	Nationally	One-day course (6 hours)	<ul style="list-style-type: none"> Areas of difference in autism Causes of anxiety and stress. What happens at university for autistic students. Introduction to the SPELL framework – strategies to adapt your practice and environment and make them more autism-friendly 	Y
<u>National Autistic Society</u>	Supporting autistic people through social care assessments	Face-to-face or Live virtual delivery	Social care staff who have already had training in autism and want	Nationally	One-day course (6 hours)	<ul style="list-style-type: none"> Difficulties experienced by autistic adults and the impact of these on carrying out care and support needs assessments. 	Y

			to develop their skills in undertaking social care assessment			<ul style="list-style-type: none"> The importance of placing the individual at the centre of thinking about autism. How to undertake assessments which respond to the specific needs of autistic adults within the SPELL framework. Matching support to meet the needs of autistic adults. Key laws and policies relating to supporting an autistic adult and what they mean in practice 	
<u>National Autistic Society</u>	Autism and ageing	Face-to-face or Live virtual delivery	Professionals supporting older autistic people and who have already had basic training in autism.	Nationally	Half-day (3 hours)	<ul style="list-style-type: none"> Summary: what is autism? Autism in maturity: what do we know so far? Risks to Quality of Life Autism and ageing Physical and emotional changes Shaping support 	Y
<u>National Autistic Society</u>	Sexuality, relationships and autism	Face-to-face or Live virtual delivery	Professionals that work with autistic adults and/or teenagers	Nationally	One day course	<ul style="list-style-type: none"> Sexuality and relationships for autistic people The impact of autism on making and developing friendships and relationships including sensory differences Developing listening skills and positive communication Practical ways of supporting individuals, strategies, and examples of autistic people in relationships. 	Y
<u>National Autistic Society</u>	Essential Autism – Licensed User (LU) Training	Face-to-face or Live virtual delivery	Experienced autism professionals who want to become licensed to deliver the NAS Essential Autism course	Nationally	2-day course	<ul style="list-style-type: none"> Essential Autism training course <ul style="list-style-type: none"> Defining autism Understanding communication Relationships and interactions Different experiences Sensory processing 	N – for the LU course Y – for the Essenti

			within their own organisation			<ul style="list-style-type: none"> ○ Stress and anxiety ○ Building connections ● Trainer skills ● Group presentations 	al Autism course that LUs will deliver
<u>National Autistic Society</u>	Autism and SPELL – Licensed User (LU) Training	Face-to-face or Live virtual delivery	Experienced autism professionals who want to become licensed to deliver the NAS Autism and SPELL course within their own organisation	Nationally	3-day course	<ul style="list-style-type: none"> ● Autism and SPELL training course <ul style="list-style-type: none"> ○ SPELL Values ○ Evidence base practice ○ Empathy ○ Positive approaches ○ Low arousal ○ Structure ○ Links ● Trainer skills ● Group presentations 	N – for the LU course Y – for the Autism and SPELL course that LUs will deliver
<u>NESSie IN ED CIC</u>	Positive Behaviours Support for Children and young people with challenging behaviour	Face to Face or online Interactive, small group discussion and planning	Professionals who work with children and young adults with neurodiversity Or Parents/carers of children with neurodiversity	Locally or nationally (virtual) or internationally (virtual)	2.5 hours	<ul style="list-style-type: none"> ● What is PBS ● The function of behaviour ● Behaviour mapping ● Proactive planning to support positive behaviour and reduce meltdowns 	Y
<u>NESSie IN ED CIC</u>	My world and me	Online or face to face	Professionals who work with children and young adults with neurodiversity	Locally or nationally (virtual)	2.5 hours	An introduction and overview of the 12-week programme which aims to support children and young people develop emotional literacy and emotional moderation skills, Setting up the program, The team around the child/young person, setting goals and	Y

			Or Parents/carers of children with neurodiversity	or internationally (virtual)		measuring challenge, Emotional literacy tools, Triggers and coping mechanisms	
<u>NESSie IN ED CIC</u>	Supporting Anxiety and Change	Online or face to face. Interactive forum	Professionals who work with children and young adults with neurodiversity Or Parents/carers of children with neurodiversity	Locally or nationally (virtual) or internationally (virtual)	2.5 hours	Covering basic CBT and psychoeducational tools this training aims to explore what anxiety is; what is happening in the body; what ASD and LD is; what is happening in the brain; how to reduce demand and work together to set goals, use tools such as the 5 point scale and Zones of regulation to support children to manage change and reduce anxiety.	Y
<u>NESSie IN ED CIC</u>	Positively responding to self-harming behaviours	Online or face to face.	Professionals who work with children and young adults with neurodiversity Or for Parents/carers of children with neurodiversity	Locally or nationally (virtual) or internationally (virtual)	2.5 hours	This training explores what are 'self-harming behaviours' ; why does it happen; what is the function of self-harming behaviours; a brief overview of ASC / LD and ADHD; tools to positively support children with self-harming behaviours. The course covers the range of behaviours from emotional moderation to cognitive children who may need a risk assessment.	Y
<u>NESSie IN ED CIC</u>	Bereavment & Loss (including divorce and Separation)	Online or face to face.	Professionals who work with children and young adults with neurodiversity Or for Parents/carers of children with neurodiversity	Locally or nationally (virtual) or internationally (virtual)	2.5 hours	This training gives an overview of the stages of bereavement and loss and explores tools for supporting children and young people positively as they navigate and process the complexities of loss	Y
<u>Positive About Autism LTD</u>	Autism: The Basics	Face to Face or online interactive (Zoom) or hybrid delivery	Anyone who provides support for children or adults with autism	Locally (in- house for teams) or	Half/One day (or 2 hour - shortened for online) or	Course content <ul style="list-style-type: none"> • Policy and legislation • Living with autism^[1] • Overview of diagnosis and terminology 	Y- Domain s A – D

		(online and face to face)		nationally (open courses)	combination of face to face and online	<ul style="list-style-type: none"> • Statistics and current research • Supporting families^[1] • Approaches and interventions^[1] • Service provision challenges and solutions 	
<u>Positive About Autism LTD</u>	Autism: The Basics Plus	Face to Face or online interactive (Zoom) or hybrid delivery (online and face to face)	Staff who have frequent or intensive contact with people with autism, and those members of staff who may spend little time but have a high impact on the outcomes for people with autism.	Locally (in-house for teams) or Nationally (open courses)	Half/One day (or 2 hour - shortened for online) or combination of face to face and online	<p>Course content</p> <ul style="list-style-type: none"> • Communication skills when supporting a person with autism • Supporting families and friends and make best use of their expert knowledge of the person • Recognising when a person with autism is experiencing stress and anxiety and how to support them with this • Recognising sensory needs and differences in a person with autism and supporting them with this • Supporting the development of social interaction skills • Providing support with transitions and significant life events • Understanding the issues which arise from co-occurrence of mental ill health and autism • Supporting people with autism to gain and maintain employment 	Y- Domain s A – E AND Autism/ LD Advanced Clinical Practice: Domain s A – E
<u>Positive About Autism LTD</u>	Learning Disability Awareness	Face to Face or online interactive (Zoom) or hybrid delivery (online and face to face)	Anyone who provides support for children or adults with a Learning Disability.	Locally (in-house for teams) or Nationally (open courses)	Half/One day (or 2 hour - shortened for online) or combination of face to face and online	<p>Course content ‘Better lives’</p> <p>Definitions and terminology Historical perspectives Policy and legislation Causes of Learning Disability Attitudes and equality^[1] Advocacy Service provision challenges and solutions</p>	Y- Domain s A – D
<u>Positive About Autism LTD</u>	TEAM: Training Effective Autism Management	Face to Face or online interactive (Zoom) or	Team leaders/supervisors/managers in	Locally (in-house for teams) or	Half day/one day or 2 hours modules,	<p>Content</p> <ul style="list-style-type: none"> • Leadership, autonomy, and teamwork • Change and improvement 	Y-

		hybrid delivery (online and face to face)	health and social care provider services	nationally (open courses)	either face to face or online or a	<ul style="list-style-type: none"> • Core values • Supervision skills for managers • 'Lean' principles for autism services 	
<u>ProACT Autism Consultancy & Training</u>	An introduction to Autism	Traditional face to face teaching or live interactive online course	People who require general awareness of autism and the support people may need.	Locally and nationally	Half day (3 hrs)	Learning outcomes: <ul style="list-style-type: none"> • Know about autism spectrum conditions • Understand about sensory differences. • Know that people on the autism spectrum think differently • Be able to use supportive strategies 	Y C1: Tier 1
<u>ProACT Autism Consultancy & Training</u>	How people with Autism Think	Traditional face to face teaching or live interactive online course	People who require general awareness of autism. People with responsibility for providing care and support for an autistic person	Locally and nationally	Half day (3 hrs)	Learning Outcomes <ul style="list-style-type: none"> • Be aware of autism spectrum conditions • Understand autism as a neurological condition • Know that people on the autism spectrum think differently • Have an awareness of the common theories in autism including theory of mind, weak central coherence, executive functioning and the extreme male brain theory • Appreciate how this knowledge can improve the way people with autism are understood and supported 	Y C 1: Tier 1 or tier 2
<u>ProACT Autism Consultancy & Training</u>	Autism Awareness	Traditional face to face teaching or Live interactive online course	People with responsibility for providing care and support for an autistic person but who could seek support from others for complex management or complex decision-making.	Locally and nationally	6 hours (1 day)	Learning outcomes: <ul style="list-style-type: none"> • Understand autism spectrum conditions. • Be aware of sensory differences and how to support them. • Know that people on the autism spectrum think differently. • Be able to plan and use supportive strategies. • Understand how to approach reasonable adjustments 	Y (Capability 1: Tier 2)

<p><u>ProACT Autism Consultancy & Training</u></p>	<p>Understanding Autism</p>	<p>Traditional face to face teaching or Live interactive online course</p>	<p>Health, social care staff, and other professionals with a high degree of autonomy, able to provide care and support in complex situations and/or may also lead services for autistic people.</p>	<p>Locally and nationally</p>	<p>12 hours (2 days)</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Have a comprehensive understanding of autism. • Be aware about sensory differences and how to support. • Know how people on the autism spectrum think differently. • Be able to plan and use supportive strategies. • Understand communication difficulties and interventions. • Be aware of behaviours of concern and their causes. • Be able to plan and use supportive strategies. • Understand how to approach reasonable adjustments. 	<p>Y (Capability 1: Tier 2 and aspects of tier 3)</p>
<p><u>ProACT Autism Consultancy & Training</u></p>	<p>Introduction to Positive Behaviour Support</p>	<p>Traditional face to face teaching or Live interactive online course</p>	<p>People with responsibility for providing care and support for an autistic person but who could seek support from others for complex management or complex decision-making.</p>	<p>Locally and nationally</p>	<p>6 hours (1 day)</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand what positive behaviour support is. • Know about the importance of quality of life. • Learn about implementing PBS in their setting. • Know how to produce a behaviour support plan. • Learn about how to change systems and culture. 	<p>Y (Capability 3: Tier 2)</p>
<p><u>ProACT Autism Consultancy & Training</u></p>	<p>Advanced Positive Behaviour Support</p>	<p>Traditional face to face teaching or Live interactive online course</p>	<p>People who require general awareness of autism at tier 2 or 3 level</p>	<p>Locally and nationally</p>	<p>12 hours (2 days)</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand about PBS and its implementation. • Know about the importance of quality of life and how to measure it. • Learn how to do a basic functional assessment. 	<p>Y (Capability 3: Tier 2 and aspects</p>

						<ul style="list-style-type: none"> • Know how to produce a behaviour support plan and audit it. • Learn how to change systems and culture. • Develop key practical skills essential to PBS 	of tier 3)
<u>ProACT Autism Consultancy & Training</u>	Communication difficulties and interventions	Traditional face to face teaching or Live interactive online course	People with responsibility for providing care and support for an autistic person but who could seek support from others for complex management or complex decision-making.	Locally and nationally	3 hours (1/2 day)	Learning Outcomes: <ul style="list-style-type: none"> • Know about autism spectrum conditions. • Understand what communication is. • Learn how people on the autism spectrum may find communication difficult. • Understand how people may use their behaviour to communicate. • Have an appreciation of some practical interventions (e.g. PECS, Makaton and TEACHH) 	Y (Capability 4: Tier 2)
<u>ProACT Autism Consultancy & Training</u>	Meeting Sensory Needs	Traditional face to face teaching or live interactive online course	People with responsibility for providing care and support for an autistic person but who could seek support from others for complex management or complex decision-making.	Locally and nationally	3 hours (1/2 day)	Learning Outcomes: <ul style="list-style-type: none"> • Know more about autism spectrum conditions. • Learn about the basic human sensory systems. • Understand about sensory processing differences. • Learn how these may affect people on the autism spectrum. • Understand the four main sensory types. • Know how to identify sensory issues. • Have an appreciation of some practical interventions/ 	Y (Capability 5: Tier 2)
<u>ProACT Autism Consultancy & Training</u>	Supporting Behaviours of Concern	Traditional face to face teaching or live interactive online course	People with responsibility for providing care and support for	Locally and nationally	3 hours (1/2 day) or 6 hours (1 day)	Learning Outcomes: <ul style="list-style-type: none"> • Know about behaviour and behaviours of concern. 	Y

			an autistic person but who could seek support from others for complex management or complex decision-making.			<ul style="list-style-type: none"> • Understand why these are more common in autism. • Be aware of the functions of behaviour and how to identify them. • Learn about the arousal cycle and de-escalation. • Know how to avoid and minimise points of crisis. • Be able to plan and use supportive strategies 	(Capability 8: Tier 2)
<u>ProACT Autism Consultancy & Training</u>	Supporting a patient with autism	Traditional face to face teaching or live interactive online course	People with responsibility for providing care and support for an autistic person but who could seek support from others for complex management or complex decision-making.	Locally and nationally	3 hours (1/2 day)	Learning Outcomes: <ul style="list-style-type: none"> • Know more about autism spectrum conditions. • Understand common barriers to treatment. • Learn how these may be overcome. • Know how communication for a patient with autism may be different. • Understand about reasonable adjustments and how they can be implemented. 	Y (Capability 14: Tier 2)
<u>ProACT Autism Consultancy & Training</u>	Autism, discrimination, and the law	Traditional face to face teaching or live interactive online course	People with responsibility for providing care and support for an autistic person but who could seek support from others for complex management or complex decision-making.	Locally and nationally	3 hours (1/2 day)	Learning Outcomes: <ul style="list-style-type: none"> • Know more about autism spectrum conditions. • Understand about discrimination. • Learn about how people on the autism spectrum can be discriminated against. • Have an appreciation of the law in relation to autism. • Learn about reasonable adjustments and how to make reasonable adjustment requests. 	Y (Capability 16: Tier 2)

<p><u>ProACT Autism Consultancy & Training</u></p>	<p>Autism through puberty</p>	<p>Traditional face to face teaching or live interactive online course</p>	<p>People with responsibility for providing care and support for an autistic person but who could seek support from others for complex management or complex decision-making.</p>	<p>Locally and nationally</p>	<p>3 hours (1/2 day)</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Know more about autism spectrum conditions. • Understand about adolescence and puberty. • Know how puberty impacts on people with autism. • Learn about supportive strategies. 	<p>Y</p>
<p><u>Pyramid Educational Consultants UK Ltd</u></p>	<p>PECS® Overview</p>	<ul style="list-style-type: none"> • Interactive Face to Face workshop • Live Interactive Online workshop 	<p>-Teachers & assistants in mainstream or special education -SENDCO -Speech & Language Therapists (inc assistants) -Social workers -Educational Psychologists -Occupational Therapists -Residential Support Workers -Care Homes for SEN staff -Nursery staff -Paediatricians -Paediatric Nursing Staff -Parents</p>	<p>Private workshops online or at client's venue of choice UK wide</p>	<p>4 hours</p>	<p>Please note that this is an overview only and is not intended as nor does it replace the PECS® L1 training workshop.</p> <p>Learner Objectives</p> <ul style="list-style-type: none"> • Identify the purpose of PECS® • Identify the elements in the Pyramid Approach to Education • Discuss the six phases in the PECS® protocol • List the criteria for transitioning from PECS® to speech and/or SGD • Discuss myths and facts about PECS® 	<p>Y</p>

<p><u>Pyramid Educational Consultants UK Ltd</u></p>	<p>PECS® Level 1</p>	<ul style="list-style-type: none"> • Interactive Face to Face workshop • Live Interactive Online workshop 	<p>- Teachers & assistants in mainstream or special education -SENDCO -Speech & Language Therapists (inc assistants) -Social workers -Educational Psychologists -Occupational Therapists -Residential Support Workers -Care Homes for SEN staff -Nursery staff -Paediatricians -Paediatric Nursing Staff -Parents</p>	<ul style="list-style-type: none"> • Online • UK wide face to face in key cities • Private workshops online or at client’s venue of choice UK wide 	<p>13 hours which is usually split over 2 or 4 sessions. For example, 4 mornings or 2 full days. Evening and weekend options are available.</p>	<p>The PECS Level 1 workshop is designed to teach educational and caregiver teams the theory and protocol for the Picture Exchange Communication System® (PECS®) which is an evidence based AAC (Learner Objectives</p> <ul style="list-style-type: none"> • Identify learners who will benefit from PECS • Describe 9 key components of creating effective learning environments using the Pyramid Approach to Education • Explain differences between prerequisites for and long-term outcomes for PECS and other modalities such as speech, sign language, picture pointing, or speech generating devices • Identify strategies to create communication opportunities during routines and functional daily activities • Implement the 6 phases of the PECS protocol • Name strategies for successfully saying, “No!” • Discuss the evidence for PECS and speech development • Examine the criteria for transitioning from PECS to other communication modalities 	<p>Y</p>
<p><u>Pyramid Educational Consultants UK Ltd</u></p>	<p>Challenging Behaviour: How to Prevent, Reduce & Replace</p>	<p>Interactive Face to Face workshop Or Live Interactive Online workshop</p>	<p>- Teachers & assistants in mainstream or special education -SENDCO -Speech & Language Therapists (inc assistants)</p>	<p>Online Or Private workshops online or at client’s venue of choice UK wide</p>	<p>6.5 hours which is usually presented in 1 full day or 2 shorter sessions. Evening and weekend</p>	<p>This highly interactive training offers strategies for navigating behaviour challenges with learners of all ages, in any environment. Learner Objectives:</p> <ul style="list-style-type: none"> - Review the basic ABA principles - Identify the elements to creating effective learning environments: The Pyramid Approach to Education® - Identify behaviours requiring intervention 	<p>Y</p>

			<ul style="list-style-type: none"> -Social workers -Educational Psychologists -Occupational Therapists -Residential Support Workers -Care Homes for SEN staff -Nursery staff -Paediatricians -Paediatric Nursing Staff -Parents 		options are available.	<ul style="list-style-type: none"> - Identify the functional control of the behaviour - Develop a behaviour plan - Identify how to assess the effectiveness of an intervention 	
<u>Pyramid Educational Consultants UK Ltd</u>	Teaching Critical Communication Skills	Interactive Face to Face workshop Or Live Interactive Online workshop	<ul style="list-style-type: none"> -Teachers (inc assistants) in mainstream or special education -SENDCO -Educational Psychologists -Residential Support Workers -Care Homes for SEN staff -Nursery staff Parents 	Online Or Private workshops online or at client's venue of choice UK wide	6.5 hours which is usually presented in 1 full day or 2 shorter sessions. Evening and weekend options are available.	<p>You will learn how to teach critical communication skills that lead to greater independence in the home, work, school and community settings.</p> <p>Learner Objectives</p> <ul style="list-style-type: none"> - Define functional communication - Identify and evaluate nine critical communication skills - Design effective teaching strategies to promote these skills independent of modality - Incorporate effective visual strategies for all communicators - Incorporate critical communication skills into functional activities and routines 	Y
<u>Pyramid Educational Consultants UK Ltd</u>	SoSAFE!	Interactive Face to Face workshop Or Live Interactive Online workshop	<ul style="list-style-type: none"> -Teachers (inc assistants) in mainstream or special education -SENDCO -PSHE Coordinators 	Online Or Private workshops at client's venue of choice UK wide	6.5 hours which is usually presented in 1 full day session. Evening and	SoSAFE! provides a format which is portable and easy to understand, meaning that any student can discuss their relationships at any time. By giving students a set of 'rules' for different relationships they are better placed to realise when a relationship may not be acceptable and then have the tools to report potential abuse.	Y

			-Speech & Language Therapists (inc assistants) -Educational Psychologists -Residential Support Workers (child & adult services) -Care Homes for SEN staff -Paediatricians -Paediatric Nursing Staff Parents		weekend options are available.	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Discuss the history of and reasons for teaching social safety • Identify characteristics of students and how best to support them • Explore how to practically implement the SoSAFE! tool kit • Learn how to teach explicit consent to any user • Discover how to apply SoSAFE! to real life scenarios 	
<u>Robyn Steward</u>	Autism from a person not just a textbook	Face to face or online via zoom or ms teams	Anyone who comes in to contact with autistic people including support staff, admin staff, rent officers etc	Virtual (internationally) or in person UK wide	1 da ,	<ul style="list-style-type: none"> • What is autism • How might you identify a person is autistic • How can you communicate effectively with an autistic person • Understanding of co occurring conditions such as dyspraxia and how this may affect interaction • Overview of sensory difference • Explanation of language used to describe autistic people. • Some basic strategies for communication 	Y- Tier 1
<u>Robyn Steward</u>	Autism from a person not just a textbook	Face to face or online via zoom or ms teams	This course is aimed specifically at people who support autistic people, this could be in any capacity e.g social work,	Virtual (internationally) or in person UK wide	1 day	<ul style="list-style-type: none"> • Context of autism i.e history of terminology , and why we use identity first language • Overview of common difficulties and strengths of autistic people and how you can work with the person to offer person centred care and support • Sensory activities and tools to help you to understand different sensory perceptions and how 	Y- Tier 2

			support worker , registered home manager etc			a environment might effect a person strategies and tools to aid communication <ul style="list-style-type: none"> • Common communication difficulties tools and strategies to aid communication 	
<u>South London and Maudsley Adult Autism & ADHD Service</u>	Autism in adulthood	Online or in person	For health and social care professionals	Locally	1 hour to 7.5 hours	<ul style="list-style-type: none"> • Autism awareness • Assessment and interventions for adults with autism • Assessment and treatment for mental health comorbidities • Adapting evidence-based psychological therapies for adults with autism 	Y
<u>The Autism Connected</u>	Advocating for women, self-diagnosed women and those who identify as non-binary Also generally for autistic people	E online Face to face Conferences	Universities- medical students Social Care charities Health charities Education /schools Diverse Cultural communities Businesses and employments organisations	Sussex face to face Or Online internationally	1 hour to half day 1 day	<ul style="list-style-type: none"> • Empathy • Understanding • Knowledge • Acceptance 	Y
<u>West Sussex Mind</u>	ASD and anxiety	Virtual	Professionals	Local, national, international	2 hours	For children and young people on the autistic spectrum, anxiety can be consuming. It can also contribute to mental and physical health difficulties. Understanding how this anxiety presents itself and how to respond supportively is essential for professionals who work with those with autistic spectrum disorder. This course is a good introduction to the issues surrounding anxiety in autism, and can be used as a gateway course for the Autism and Self-injury/Self- harm and Selective Mutism in children and young people workshops also available.	Y- Domain C, capabili ty 13

<u>West Sussex Mind</u>	Supporting non-verbal autistic children and young people	Virtual	Professionals	Local, national, international	2 hours	Supporting children and young people with autism who use very limited or no spoken vocabulary can be a challenge, so this workshop will help you with understanding their needs, wants and personality in order to achieve a supportive, understanding and positive connection.	Y- Domain B, capability 4
<u>West Sussex Mind</u>	ASD versus attachment difficulties	Virtual	Professionals	Local, national, international	2 hours	When comparing autism and attachment difficulties, they can both look very alike. Avoid making assumptions around presented behaviours by joining us for discussion on the similarities and differences and to raise your awareness of both these areas.	Y- Domain A, capability 2
<u>West Sussex Mind</u>	Autism and self-harm	Virtual	Professionals	Local, national, international	2 hours	Self-injury can be described as non-deliberate harm to address emotional and/or physical discomfort, and selfharm can be described as deliberate harm to address emotional discomfort. They can be challenging issues to work with, and concerning for carers and professionals. This workshop will explore information and resources that will enable you to provide constructive support if you are working with individuals on the autistic spectrum, both for them and their carers.	Y- Domain C, capability 13
<u>West Sussex Mind</u>	Selective mutism in autistic young people	Virtual	Professionals	Local, national, international	2 hours	Selective Mutism is an anxiety-driven condition. This workshop will aid you in your work if you need to develop your knowledge, awareness and support skills for a child or young person who is selectively mute, and/or their carers	Y- Domain B/C, capability 4,13
<u>West Sussex Mind</u>	Understanding and supporting autistic LGBT+ young people	Virtual	Professionals	Local, national, international	2 hours	Allsorts Youth Project will lead a discussion group on understanding and supporting LGBT+ young people with ASD (Autistic Spectrum Disorder). Allsorts area of expertise is understanding and supporting LGBT+	Y- Domain B, capability

						<p>young people but they have worked with a lot of young people with ASD over many years.</p> <p>They are keen to explore some of the issues faced by young people with these intersecting identities. This discussion group will not be academic and heavy on theory, but much more a discussion based on our shared experience. So, you do not need to have a lot of knowledge in either of these areas, just a keen interest to know more and share your thoughts and any experiences around these subjects.</p> <p>We will explore how best to support this group of young people and ways to make our services and organisation safer and more LGBT inclusive and supportive. Not least by exploring ways of identifying and challenging all forms of homophobia, biphobia and transphobia.</p>	ty 10,13
<u>West Sussex Mind</u>	Autistic Spectrum and Learning Disabilities	Virtual	Professionals	Local Or National Or International	2 hours	<p>Although autism is not classed as a learning disability, 20-30% of people with a learning disability also have autism. This session is for professionals who are supporting children and young people with a dual diagnosis of autism and an associated learning disability. In this session you will learn the common difficulties that come with a dual diagnosis of autism and learning difficulties such as communication, difficulties with change, sensory processing and behaviours of concern. We will also touch on some helpful tips, strategies and resources to use when supporting.</p>	Y- Domain A/B, capabili ty 1,3,4
<u>West Sussex Mind</u>	Sensory Processing on the autism spectrum	Virtual	Professionals	Local Or National	2 hours	<p>Sensory processing differences are a common trait associated with Autism. Sensory processing differences</p>	Y- Domain

				Or International		<p>can be difficult for some individuals to manage, making environments over whelming and unpredictable, causing high levels of anxiety and be a key factor in any behaviours of concern.</p> <p>This session is for professionals who support children and young people with autism. In this session you will learn what sensory processing is, how it can impact the daily lives of some children and young people with autism and gain some helpful tips and strategies that you can use when supporting.</p>	B, capabili ty 5
<u>West Sussex Mind</u>	Autism in the classroom	Virtual	Professionals	Local Or National Or International	2 hours	<p>This workshop is delivered by Aspie Trainers, a project which supports autistic adults to design and deliver engaging, high quality autism training which mixes thorough and up-to-date research and theory with the practical lived experiences of the trainers themselves. This session is designed particularly for teachers and support staff and focused on young autistic people’s experiences in school and how best to support them in the class and school. By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> • Identify key common features of autism • Identify sensory issues for autistic people in the classroom • Identify difficulties experienced by young autistic people in communication of ideas • Examine ways to support young autistic people’s engagement in learning 	Y- Domain B, capabili ty 3,8,16

						<ul style="list-style-type: none"> • Examine ways to support young autistic people’s wellbeing in collaboration with their families and other external agencies 	
<u>West Sussex Mind</u>	Emotional support for young autistic people	Virtual	Professionals	Local Or National Or International	2 hours	<p>This workshop is delivered by Aspie Trainers, a project which supports autistic adults to design and deliver engaging, high quality autism training which mixes thorough and up-to-date research and theory with the practical lived experiences of the trainers themselves. This session will focus on effective ways of providing emotional support and encouraging positive mental health and general wellbeing for young autistic people in professional settings. In this session participants will:</p> <ul style="list-style-type: none"> • Identify common reasons for poor mental health and emotional wellbeing in young autistic people • Explore adjustments which can be made to your professional practice which can lessen emotional strain on autistic young people • Explore ways to provide effective emotional support to autistic young people • Explore ways to encourage positive self-esteem and general wellbeing in young autistic people 	Y- Domain B/D, capabili ty 3,5,13
<u>West Sussex Mind</u>	Living in an autistic family	Virtual	Professionals,	Local Or National Or International	2 hours	<p>This workshop is delivered by Aspie Trainers, a project which supports autistic adults to design and deliver engaging, high quality autism training which mixes thorough and up-to-date research and theory with the practical lived experiences of the trainers themselves. This session explores life in a family where more than one member, and more than one generation, has an autism diagnosis. The issues which this can cause, the benefits which it may have on autistic young people and the support which families in this circumstance may require.</p> <ul style="list-style-type: none"> • In this session participants will: • Hear first-hand experience of life in a family with more than 	Y- Domain B, capabili ty 4,6,8

						<p>one autistic member • Explore some of the benefits which this can have for autistic young people • Explore some of the particular difficulties that this may result in</p> <ul style="list-style-type: none"> • Examine ways to support young autistic people and their families 	
<u>West Sussex Mind</u>	Recognising signs of autism in young people	Virtual	Professionals,	Local Or National Or International	1 hour	<p>This workshop is delivered by Aspie Trainers, a project which supports autistic adults to design and deliver engaging, high quality autism training which mixes thorough and up-to-date research and theory with the practical lived experiences of the trainers themselves. As a 'hidden disability' autism can go undetected for a long time in some young people. This session will familiarise professionals working with young people with signs of autistic spectrum conditions in the young people who they are working with who are currently undiagnosed and provide information on what to do next if you consider that a young person you are working with may be autistic. In this session participants will:</p> <ul style="list-style-type: none"> • Explore the experiences of autistic adults who received late diagnosis and the impact which this had on them • Explore some of the common difficulties experienced by autistic young people • Identify common signs of autistic spectrum condition which may be expressed by young people • Identify 'next steps' to be taken if there is evidence that a young person may be autistic 	Y-Domain A, capability 1,2
<u>West Sussex Mind</u>	Autism and adolescence	Virtual	Professionals,	Local Or National Or	2 hours	<p>This workshop is delivered by Aspie Trainers, a project which supports autistic adults to design and deliver engaging, high quality autism training which mixes</p>	Y-Domain B,

				International		<p>thorough and up-to-date research and theory with the practical lived experiences of the trainers themselves.</p> <p>This session focuses on what life can be like for autistic adolescents and how professionals can work empathically and effectively to support them through this difficult transitional time. By the end of the session participants should be able to:</p> <ul style="list-style-type: none"> • Identify key common features of autism • Identify areas of life (school/home/social) which can typically be problematic for autistic adolescents. • Review a range of strategies which can be used to support adolescent autistic people in different contexts 	capability 4,6,8
<u>West Sussex Mind</u>	Communication with young autistic people	Virtual	Professionals	Local Or National Or International	2 hours	<p>Communication is a common difficulty associated with autism, which can impact individuals in a number of ways. Research shows that communication can be a key factor in high levels of anxiety and behaviour that challenges.</p> <p>This session is for professionals who support children and young people with autism. In this session you will learn why communication is important when supporting, the different ways that individuals with autism can be impacted by their communication difficulties, how you can amend your communication in order to help and some useful tools and strategies to aid the individual with communicating their wishes and needs.</p>	Y-Domain B, capability 4
<u>West Sussex Mind</u>	Meltdowns and shutdowns	Virtual	Professionals	Local Or National Or International		<p>This workshop is delivered by Aspie Trainers, a project which supports autistic adults to design and deliver engaging, high quality autism training which mixes</p>	Y-Domain B, capability

						<p>thorough and up-to-date research and theory with the practical lived experiences of the trainers themselves.</p> <p>This session focuses on the phenomenon of meltdowns and shutdowns which are commonly experienced by autistic people at every age and will offer information on what causes them, how to reduce the chances of them and how to support an autistic young person before, during and after a meltdown or shutdown. By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between a meltdown, a shutdown and a temper tantrum • Identify how having a meltdown or shutdown commonly impacts on an autistic person • Understand the factors which contribute to autistic people experiencing meltdowns and/or shutdowns • Explore ways to reduce the likelihood of meltdowns or shutdowns in your professional context • Identify ways to support autistic people during and after meltdowns and shutdowns 	<p>ty 4,5,8,1 3</p>
<p><u>West Sussex Mind</u></p>	Autism and Girls	Virtual	Professionals	Local Or National Or International	2 hours	<p>This workshop is delivered by Aspie Trainers, a project which supports autistic adults to design and deliver engaging, high quality autism training which mixes thorough and up-to-date research and theory with the practical lived experiences of the trainers themselves.</p> <p>Autistic females have historically been a much overlooked group, but in recent years with increased awareness and broadening diagnostic criteria are slowly being recognised and growing as a part of the autistic community. This session will focus on the experience of autistic girls and women, including difficulties experienced both as a result of autism and of being overlooked for diagnosis, and how young</p>	<p>Y- Domain A/B, capabili ty 1,2,7,1 3</p>

						<p>autistic women can best be supported by those working with them. By the end of this workshop participants will be able to;</p> <ul style="list-style-type: none"> • Defining behaviour. • Describe how girls on the Autistic Spectrum present differently to boys. • Understand the diagnostic challenges for girls that can lead to misdiagnosis and late diagnosis. • Explain why girls on the autistic spectrum are more likely to mask their differences and how masking can impact mental health. • Explore suggestions to empower and support girls with ASD. 	
<u>West Sussex Mind</u>	Making Sense of Autism for professionals	Virtual	Professionals	Local Or National Or International	4.5 hours	<p>With an estimated occurrence of around 1.6% of children and young people in the UK, autism is an area all professionals working with children and young people need to understand. Making Sense of Autism will give professionals the opportunity to:</p> <ul style="list-style-type: none"> • Explore autism and all associated areas of strengths and challenges for children and young people on the autistic spectrum. • Establish awareness of legislation and guidance surrounding autism. • Learn strategies and approaches for best ways to work with children and young people on the autistic spectrum. • Go away with a 'toolkit' of resources that will help when working with children and young people with an autism diagnosis. 	Y-Domain A, capability 1

University courses

Provider	Course Name	Modality	Target audience	Location	Length	Topics	Does training map to the CCF
<u>Autism Centre for Education & Research (ACER), University of Birmingham</u>	Webautism (entry level) Autism Spectrum University Certificate	Part-time E-learning Live interactive tutorials and seminars	Anyone who provides support for autistic children or adults.	Nationally and internationally	One year	Core Modules: <ul style="list-style-type: none"> Understanding and responding to the autism spectrum Working with individuals on the autism spectrum <p>Models for Practice when working with people on the autism spectrum</p>	Y
<u>Autism Centre for Education & Research (ACER), University of Birmingham</u>	Autism (Adults) Undergraduate and postgraduate qualifications.	Part-time E-learning Live interactive tutorials and seminars Interactive face to face study weekends	Anyone who provides support for autistic adults and young people. Entry criteria accept EITHER academic OR vocational qualification	Nationally and internationally	Ad Cert/PG Cert – one year PG Dip – two years MEd – three years	Core Modules: <ul style="list-style-type: none"> Understanding the Continuum of Need Intervention, Support & Education Special Studies in Special Education project module <p>Plus other optional modules for two and three year courses.</p>	Y

<p><u>Autism Centre for Education & Research (ACER), University of Birmingham</u></p>	<p>Autism (Children) Undergraduate and postgraduate qualifications.</p>	<p>Part-time E-learning Live interactive tutorials and seminars Interactive face to face study weekends</p>	<p>Anyone who provides support for autistic children. Entry criteria accept EITHER academic OR vocational qualification.</p>	<p>Nationally and internationally</p>	<p>Ad Cert/PG Cert – one year PG Dip – two years MEd – three years</p>	<p>Core Modules:</p> <ul style="list-style-type: none"> • Special Educational Needs of Children with Autism • Curriculum and Approaches for Children on the Autism Spectrum • Special Studies in Special Education project module <p>Plus other optional modules for two and three year courses.</p>	<p>Y</p>
<p><u>This is a joint programme between The New School of Psychotherapy and counselling (NSPC) and Middlesex University</u></p>	<p>Msc in Autism and Related Neurodevelopmental Conditions</p>	<p>Fully online, distance learning course</p>	<p>Professionals working with autistic individuals, families/carers and individuals themselves.</p>	<p>Locally and internationally online</p>	<p>2 years part time</p>	<p>Students receive in-depth teaching on autism, including neurobiological understandings of neurodiversity, as well as other neurodevelopment diagnoses. They also receive teaching and support to complete masters level research. Modules include:</p> <ul style="list-style-type: none"> • Autism Spectrum Disorder • Development Through the Life Span • Neuropsychological and neurobiological approaches to atypical development • Attention Deficit and Hyperactivity Disorder • Communication disorders and developmental coordination disorders OR atypical speech, language and motor development • Research Methods Module and Research Supervision 	<p>Y</p>
<p><u>Queens University Belfast</u></p>	<p>PGCert/PGDip/ MScAutism Spectrum Disorders</p>	<p>On campus (face-to-face) or online (distance learning)</p>	<p>Anyone interested in autism and anyone who provides support fo autistic children and/or adults; including teachers, social workers, SLTs,</p>	<p>Local, national, and international (on campus or online)</p>	<p>Masters level One year (full-time) Three years (Part-time)</p>	<p>MSc ASD (180 CATS points). PGCert ASD (60 CATS points) PGDip ASD (120 CATS points) 6 Modules and a dissertation:</p> <ul style="list-style-type: none"> • Understanding Children with autism • Understanding Adults with autism • Fundamentals of behaviour change • Research in Education 	<p>Y</p>

			OTs, clinical psych., parents, and autistic adults.			<ul style="list-style-type: none"> 2x optional modules from a large menu of Masters level modules 	
<u>Queens University Belfast</u>	PGDip/MSc Applied Behaviour Analysis	Online (distance learning)	Anyone interested in the science of behaviour analysis and its applications to support people in a variety of settings, including autistic children and adults,	Local, national, and international (online)	Masters level One year (full-time) Two or three years (Part-time)	MSc ABA (180 CATS points). PGDip ABA (120 CATS points) 6 Modules and a dissertation/portfolio: <ul style="list-style-type: none"> Ethics in behaviour analysis Behaviour change and education Fundamentals of behaviour change Concepts and principles of behaviour change Assessment in behaviour analysis Evaluation in behaviour analysis Research in Education (audit) 	Y
<u>Queens University Belfast</u>	Registered Behaviour Technician course	Online (distance learning)	Anyone interested in the science of behaviour analysis and its applications to support people in a variety of settings.	Local, national, and international (online)	Undergrad. Level 1 40 hours	This course focusses particularly on supporting autistic children. Course content <ul style="list-style-type: none"> Measurement Assessment Skill Acquisition Behaviour reduction Documentation and reporting 	Y
<u>University College London (UCL)</u>	MA Special and Inclusive Education (Autism)	Largely face to face with some online interactive teaching	Anyone interested in special and inclusive education who wants to specialise their programme of study on autism.	Students on this programme come from all over the world, but the programme is based in UCL Institute of Education in London	One year full-time, two years part-time or up to five years flexible study.	Students undertake two foundational modules (one in special and inclusive education, one in research design and methodology). Students also complete a dissertation/report on an area of autism research of their choosing. Taught modules on autism include sessions on: <ul style="list-style-type: none"> Theories of autism Educational provision for autistic learners Interventions and supports for autistic children, young people and adults Minority voices in autism research and practice 	

						<ul style="list-style-type: none"> Taking a lifespan approach to autism research and practice <p>In some modules, sessions centre on activities (e.g., completing a small scale piece of action research) that students can tailor to their own area of interest.</p>	
<u>University Hospitals Plymouth NHS Trust – Derriford Autism Service</u>	Understanding Autism	Online interactive	Anyone who would encounter an autistic person in their practice.	Locally	2 ½ hours	<ul style="list-style-type: none"> Autism definitions Communication Reasonable Adjustments Sensory Sensitivities How to input clinical alerts and flags Hospital Passports Legislations e.g. Autism Acts and The Accessible Information Standard Implications of diagnostic overshadowing 	Y
<u>University of South Wales (School of Education, Early Years and Social Work)</u>	<p>MA SEN/ALN (Autism) (180 credits)</p> <p>Postgraduate Certificate SEN/ALN (Autism) (60 credits)</p>	Blended learning – face to face teaching in addition to online learning materials. Course is delivered through lectures, seminars, practical workshops, tutorials and independent study.	<p>Professionals who are or aspire to be working in education, health and care settings with children, young people and adults.</p> <p>People coming from a personal perspective on autism who want to deepen their knowledge.</p>	Locally	<p>Masters is studied full-time in 1 year or part-time in 3 years.</p> <p>PG Cert is studied in 1 year over two terms.</p>	<p>Two modules – Autism Contexts and Concepts, and Managing and Supporting Autism, in addition to specified and optional modules (eg. Research Methods, Dissertation project).</p> <p>Autism modules include topics:</p> <ul style="list-style-type: none"> Current developments in theory and policy in relation to education and support for autistic people. Evaluation of professional practice taking into account diverse perspectives on autism and the importance of a person-centred approach. Key debates in relation to the double empathy problem, autism and sensing, voice and neurodiversity, gender, mental health and universal provision. 	Y

<p><u>University of Northampton</u></p>	<p>Supporting students with autism in Higher Education</p> <p>(No link-3 hour training provided as per need)-please contact tereza.aidonopoulou@northampton.ac.uk directly.</p>	<p>Face to Face or online interactive</p>	<p>Academics that work with students with autism.</p>	<p>Online version for international audiences- University of Northampton for face-to-face delivery</p>	<p>3 hours</p> <p>(Lecturer and student with lived experience will be part of the training)</p>	<ul style="list-style-type: none"> • Participants will be able to identify what autism is (and isn't) • Participants will start thinking about the culture of autism and how this may affect the way students with autism think and learn; • They will consider some challenges that may occur during typical academic situations • They will share ideas on what can be helpful when working with students with autism in a higher education setting. 	<p>Y</p>
<p><u>University of Northampton</u></p>	<p>SENM026 Understanding Autism Spectrum</p>	<p>Face to Face with online embedded elements</p>	<p>Professionals that work with autistic individuals through education/social work/psychology related positions.</p>	<p>Locally (University of Northampton)</p> <p>Separate online version can be provided if enough participants express interest</p>	<p>One term-evening delivery</p>	<p>Module participants will be able to:</p> <ul style="list-style-type: none"> • Engage with and critically evaluate with research literature related to theoretical understandings of autism spectrum • Develop a critical understanding of the perspectives of autism presented in literature • Develop a greater understanding of the causes and issues that can impact upon the lives of autistic individuals • Evaluate and embed knowledge of the literature that informs evidenced-based strategies for support and provision for autistic individuals 	<p>Y</p>
<p><u>University of Northampton</u></p>	<p>SENM024 Understanding Challenging Behaviour in Autistic People and/or People with Learning Disabilities</p>	<p>Face to Face with online embedded elements</p>	<p>Professionals that work with autistic individuals through education/social work/psychology related positions.</p>	<p>Locally (University of Northampton)</p> <p>Separate online version can be provided if</p>	<p>One term-evening delivery</p>	<ul style="list-style-type: none"> • The module explores the concept of challenging behaviour in relation to individuals on the autism spectrum and/or with learning disabilities. • A range of theoretical frameworks for understanding behaviour and supporting individuals is critically evaluated, and the 	<p>Y</p>

				enough participants express interest		<p>relevance of these frameworks in relation to individuals with autism and/or learning disabilities is explored.</p> <ul style="list-style-type: none"> • Methods of collecting data related to challenging behaviours and the importance of developing appropriate models of support are considered. • This module aims to provide participants with an opportunity to gain an understanding of the reasons why individuals with autism and/or learning disabilities exhibit behaviours that can be considered as challenging and to provide an insightful and reflective approach to supporting individuals and enhancing wellbeing. 	
<u>University of Northampton</u>	SENM027 Evaluating Approaches for Autistic Individuals	Face to Face with online embedded elements	Professionals that work with autistic individuals through education/social work/psychology related positions.	Locally (University of Northampton) Separate online version can be provided if enough participants express interest	One term-evening delivery	<ul style="list-style-type: none"> • This module will examine the range of influences which impact upon learning in individuals on the autism spectrum. • Time will be given to an examination of autism specific interventions including strategies to support communication development, social development, thinking skills, and self-advocacy. • A consideration of supporting individuals on the autism spectrum within inclusive contexts will be assessed through the assignment. • Theories of learning, including the influences of behaviourism, Structured Teaching, and eco-systemic approaches will be critically analysed and related to the approaches and methods examined during the module. 	Y

Other Autism training providers

Below is a list of autism training providers that we contacted during this project:

1. ACAE Specialist & Bespoke Training
2. ACE-SEN
3. aDAPt University Hospitals Plymouth NHS Trust
4. ADD-vance (The ADD-vance ADHD and Autism Trust)
5. Amanda Hind Autism Speaker and Consultant
6. Ambitious About Autism
7. Anna freud centre
8. Anspear
9. Apple Training Academy
10. Applied Psychology Solutions
11. ASPECT (Autism Spectrum Counselling & Training)
12. Asperger-training.org.uk
13. Aspie trainers
14. Aspire Autism
15. Aspire autism consultancy
16. Asteroids
17. Autism Associates
18. Autism Bedfordshire
19. Autism Berkshire
20. Autism By Design
21. Autism Champions
22. Autism east midlands
23. Autism Education Trust
24. Autism Independent UK
25. Autism Initiatives
26. Autism Initiatives Outreach Education Support (OSSME)
27. Autism Matters Training
28. Autism mind
29. Autism Oxford
30. Autism Plus
31. Autism Reality Experience
32. Autism spectrum condition

33. Autism Teaching Company
34. Autism Together
35. Autism Training Solutions, Wokingham, Bracknell & Districts Mencap
36. Autistic Spectrum Condition Awareness Training (ASCAT)
37. Autistic Spectrum Conditions Training Programme
38. Autizma
39. Bedfordshire council
40. Berkshire Autism Research Network
41. BILD
42. Blue Sky Autism
43. Bristol Autism Service through Avon and Wiltshire Mental Health Trust
44. British psychological society
45. Brookdale Care Training Academy
46. Building Skills
47. CandDID
48. Carers support west sussex
49. Cedar online
50. Challenge Consultancy & Training Ltd
51. Challenging Behaviour Foundation
52. Changing Lives
54. Concept Training Ltd
55. Connecting worlds
56. Cornwall autism spectrum team
57. Cornwall autism team
58. County and Rutland County Councils autism training
59. Creative support
60. CW Mind Autism Support Service
61. Cygnet/ Barnardo's
62. Daisy Chain
63. Derby University
64. Derbyshire Autism Services
65. Devon Care Training
66. Dr Dawn Heather & Associates Consultancy Services (training provider)
67. Edge Hill university
68. Education and Services for people with Autism
69. enfold

70. Ephemera Training
71. Fairway Training Healthcare
72. FOCAL Consultancy & Training
73. FPA - The Family Planning Association
74. Fresh Start Training
75. Gina Davies Autim centre
76. Hillside Special School, Longridge, Lancashire
77. HMStack Consulting
78. Intensive Interaction Consultancy
79. Keeling, Jane
80. Kensington and Chelsea NHS trust
81. Key ring
82. Learning Together Ltd
83. Lego therapy training
84. Lincolnshire Autism Partnership Board (LAPB)
85. Living Autism
86. London South Bank university
87. Middlesbrough College
88. Mind bradford
89. New School of Psychotherapy and Counselling (MSc validated and awarded by Middlesex university)
90. Northumbria university
91. Open Learn
92. Opening minds
93. Operation diversity academy
94. Paediatric Autism Communication Therapy
95. Paradigm
96. PH Autism Service
97. Phoenix asends
98. Positive Response Training
99. Prime Performance Solutions Ltd
100. Prior's Court Training & Development Centre
101. PsychotherapyUK
102. Queen Alexandra college
103. Ridgmond Training
104. Ringway Training
105. Salisbury Support 4 Autism
106. Seashell

107. Sheffield Adult Autism and Neurodevelopmental Service - Training
108. Sheffield Hallam university
109. Skills development
110. Specialist Services for Autism (SS4A), training provider
111. Studio 3
112. Sunfield Professional Development Centre
113. Surreys and borders NHS trust
114. Talkabout training
115. Tees esk, wear valleys NHS trust
116. The Ann Craft Trust
117. The Association for Psychological Therapies
118. The Loddon Training & Consultancy
119. The Nottingham Autism Research Team (ART)

120. Toucan Diversity Training
121. Training for professionals from the National Centre for High Functioning Autism
122. University of Aberdeen
123. University of Brighton
124. University of Chester
125. University of East London
126. University of Exeter
127. University of Kent
128. University of Plymouth
129. University of South Wales
130. University of Stirling
131. University of Strathclyde Glasgow