3.1 Provide agreed support to develop or maintain skills, in a way that promotes active participation.
Providing agreed support to develop or maintain skills, in a way that promotes active participation helps promote an individual’s self-confidence, self-esteem, wellbeing, and independent living skills.
Going back to 2.1 above, where the individual wanted to learn how to make a cup of tea. Through this task he learnt the basic skills of how to make ‘his’ drink. He then wanted to learn how to make drinks for other people. He knew that people made their drinks differently, some having sugar, some not, some having milk, some not, and with this information he was able to process and remember what people liked. Since wanting to learn how to make others drinks by trying out his skills on support worker drinks, he has been able to make drinks for his family when they visit. Through active participation he has learnt how to make people hot drinks and the politeness of offering people a drink when they visit. Not only has this improved his self-confidence, self-esteem, wellbeing, and independent living skills, it has also improved his social skills.

3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills.
Giving positive and constructive feedback to an individual during activities helps them to develop or maintain their skills. In the case of the individual wanting to learn how to make a cup of tea, it was vital that he received positive and constructive feedback throughout the process so that he would learn the correct procedure. If it was found he had made the drink too milky or too strong. It was then explained to him in a positive way and he was shown how to correct this. This was how he learnt about peoples preferences as well as to how they liked their drinks.
Positive and constructive feedback helped this individual to develop and maintain his skills. This sort of feedback is always very important to an individual especially when they are keen to learn.

3.3 Describe actions to take if an individual becomes distressed or unable to continue.
While undertaking everyday skills, some individuals may become distressed or be not capable to carry on with the activity. There are a number of reasons for this distress behaviour such as health conditions, communications, care plan activity etc.
When an individual becomes unable to continue or distressed then the activity stops. Support workers then make sure that the individual is safe, and if needed makes sure they are in an environment that helps them to relax. Support workers will then use relaxation techniques with the individual in accordance with their care plan to help them to relax. Once an individual is calm support workers can then access whether the activity can carry on or whether the activity should completely stop. A report is then completed about what happened so that people can learn from it.

4.1 Work with an individual and others to agree criteria and processes for evaluating support.
Working with an individual and others to agree criteria and processes for evaluating support helps to provide person centred care as well as supporting funding applications for the individual. Working together helps to provide support for improving everyday skills. Providing consistency in support helps individuals to learn better and helps them to not become confused by different ways of doing things. If support staff are helping individuals to learn something new then by teaching it in the same way will help the individual to understand what they need to do and then the process becomes easier for them.
People with autism and other learning difficulties tend to rely on routine. Providing even the simplest of tasks in a routine order will stop the individual from becoming distressed or anxious. Working with others to agree the process and criteria for evaluating support will help support