

<b>UNIT CODE</b>	<b>CHCEDS056</b>
<b>UNIT TITLE</b>	<b>Provide support to students with autism spectrum disorder</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge to provide support to students who have education needs associated with an autism spectrum disorder (ASD).</p> <p>The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly in classroom settings in schools, with students aged between five and 18 years, but may also work in other education settings within the community.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Education Support
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Research autism spectrum disorder.	1.1 Identify and access current and authoritative sources of information about autism spectrum disorder (ASD) and its diagnosis. 1.2 Source and review information that explores the difficulties experienced by students with ASD. 1.3 Identify the implications of the disorder on effective teaching and learning practices based on research undertaken.
2. Provide support to teachers.	1.1 Contribute to goal setting for the student as part of the education team based on knowledge of ASD. 1.2 Identify and prepare resources for students with ASD within scope of own work role.

3. Support students.	<p>1.1 Support the student to have positive social interactions through use of established techniques.</p> <p>1.2 Support teaching strategies used by the teacher through modelling and reinforcement.</p> <p>1.3 Identify and discuss issues with the teacher and other professionals based on student progress.</p> <p>1.4 Identify situations that pose a risk to safety of self, the student and others and follow organisational procedures.</p>
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FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> <li>■ Comprehend the content of unfamiliar documents relating to ASD.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>■ Record information according to organisational policies and procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>■ Use listening and questioning to seek information and confirm understanding.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>■ Anticipate the need for intervention or diversion in order to support students with ASD.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	CHCEDS031 Provide support to students with autism spectrum disorder
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCEDS056 Provide support to students with autism spectrum disorder.</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ contribute to planning of support for one or more students with ASD</li> <li>■ prepare two learning resources for use with students with ASD</li> <li>■ provide support to one student with ASD.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ ASD and its effects on development and learning</li> <li>■ different roles of people supporting students with ASD and the required collaboration between them: <ul style="list-style-type: none"> <li>○ education support worker</li> <li>○ teachers</li> <li>○ other professionals</li> </ul> </li> <li>■ legal and ethical requirements: <ul style="list-style-type: none"> <li>○ anti-discrimination and inclusiveness</li> <li>○ disability</li> <li>○ child safety</li> <li>○ confidentiality</li> </ul> </li> <li>■ historical context for ASD and current perspectives on: <ul style="list-style-type: none"> <li>○ causes</li> <li>○ diagnosis</li> <li>○ treatments / therapies</li> </ul> </li> <li>■ education facility's policy for working with people with ASD</li> <li>■ types of learning resources used with people with ASD and their key features: <ul style="list-style-type: none"> <li>○ modified materials</li> <li>○ technology</li> </ul> </li> <li>■ ways to support teaching strategies: <ul style="list-style-type: none"> <li>○ contributing observations</li> <li>○ ensuring understanding</li> <li>○ following teacher example</li> </ul> </li> <li>■ communication techniques for engaging students with ASD in the education context</li> <li>■ positive behaviour-support techniques for students with ASD.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none"> <li>■ provision of support must be directly observed by the assessor on one occasion</li> <li>■ remaining performance evidence may be collected through authenticated third-party reports</li> <li>■ observation and third-party reports must be supplemented by other forms of evidence.</li> </ul> <p>Skills related to resource development may be demonstrated outside of the workplace.</p> <p>Interactions with students must be supervised by a teacher or other educational professional.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ information technology for research and resource development</li> <li>■ internet</li> <li>■ organisational policies and procedures for working with students with ASD</li> <li>■ students in an educational organisation with ASD</li> <li>■ colleagues for guidance and collaboration.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<b>LINKS</b>	