

UNIT CODE	CHCCCS035
UNIT TITLE	Support people with autism spectrum disorder
APPLICATION	<p>This unit describes the skills and knowledge required to work with people with autism spectrum disorder (ASD), with regard for their needs and within the context of support work.</p> <p>This unit applies to workers in a range of community services contexts who are responsible for their own outputs and are required to use some discretion and judgement.</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> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Nil
UNIT SECTOR	Nil

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan intervention and support activities for people with autism spectrum disorder.	<p>1.1 Read individualised plan to identify the person's diagnosis and core areas of functional impact.</p> <p>1.2 Identify key issues affecting the person with autism spectrum disorder, their carer and family, including siblings.</p> <p>1.3 Identify personal values and attitudes to take into account when planning and implementing support activities.</p> <p>1.4 Identify areas where additional skills and knowledge are required to provide support to the person with autism spectrum disorder according to their individual needs and seek opportunities for professional development.</p>

2. Respond effectively to the needs of people with autism spectrum disorder.	<p>2.1 Work with the person to provide a range of interventions and supports according to the person's preferences and needs and in line with the individualised plan.</p> <p>2.2 Implement interventions and support strategies that uphold the needs and rights of the person and support varied learning styles.</p> <p>2.3 Identify and support the person's use of assistive technologies and supports in meeting their individual needs.</p> <p>2.4 Recognise changes in the needs of the person and report to supervisor or relevant health professional.</p> <p>2.5 Conduct support activities in a manner that promotes and achieves person-centred outcomes.</p>
3. Operate within a legal and ethical framework and in accordance with the professional standards of the sector.	<p>3.1 Conduct support activities in the context of the underpinning values, philosophies and standards of the sector.</p> <p>3.2 Work according to organisational policies and procedures relevant to job role and responsibilities.</p> <p>3.3 Conduct work in a manner according to relevant statutory and legislative requirements.</p>

FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.

UNIT MAPPING INFORMATION	CHCCCS024 Support individuals with autism spectrum disorder.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCCCS035 Support people with autism spectrum disorder
PERFORMANCE EVIDENCE	<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"> ■ provided interventions and supports to meet the needs and preferences of at least three people with autism spectrum disorder, including: <ul style="list-style-type: none"> ○ identifying the specific needs and preferences of the person ○ identifying and implementing interventions that support these needs and preferences ○ working according to the individualised plan and the principles of person-centred care.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
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- historical context of autism spectrum disorder
- current data and facts on autism spectrum disorder, including:
 - causes
 - evidence based treatments, therapies and interventions across the life-span
 - secondary diagnosis
 - prevalence and gender ratios
- other factors that impact the provision of individualised support to the person with autism spectrum disorder, including:
 - co-morbidities and their inter-relationship with autism spectrum disorder
 - lifestyle
 - cultural
 - gender identity
- sources of and processes for accessing additional skills and knowledge to support specific needs of the person
- process for diagnosing autism spectrum disorder, including:
 - health professionals involved in diagnostic process
 - Diagnostic and statistical manual of mental disorders, fifth edition (DSM-V)
 - domains of autism
- key issues associated with, and the impact of, autism spectrum disorder for the person, carer, and family including siblings, including:
 - restricted, repetitive patterns of behaviour, interests or activities
 - sensory processing
 - nutritional choices
 - social communication
 - transition support and preparing for change
- facts, myths and misconceptions associated with autism spectrum disorder
- strategies and interventions to support independence, including:
 - developing skills
 - motivators to learning, de-motivators and blocks
 - use of additional supports
 - positive behaviour support
- role of assistive technologies and supports in:
 - maintaining and promoting independence
 - enabling inclusion and participation
- factors that impact the person's resilience, including:
 - mood
 - under- or over-stimulation
 - fatigue
- process for recognising and reporting changes in needs or behaviour of the person
- legal and ethical requirements for working with people with autism spectrum disorder and how these are applied in organisational and individual practice, including:
 - duty of care
 - dignity of risk
 - human rights
 - discrimination
 - mandatory reporting
 - practice standards
 - privacy, confidentiality and disclosure
 - work role boundaries, responsibilities and limitations.

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.</p> <p>Interventions and supports as outlined in the performance evidence must be demonstrated with a person diagnosed with autism spectrum disorder in the workplace on at least one occasion.</p> <p>When providing support to a person with autism spectrum disorder as a part of performance evidence demonstration, the individual needs of the person being supported must be discussed with the workplace supervisor prior to the activity taking place. All activities should be planned in order to promote a positive experience for the person being supported.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies ■ organisational policies and procedures ■ individualised care plans ■ equipment and resources outlined in individualised care plans ■ opportunities for engagement with people with autism spectrum disorder or people who participate in simulations and scenarios relating to providing support for someone with autism spectrum disorder in a range of contexts. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide