

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.	1.1 Recognise the diagnostic processes used in relation to the person, including assessment tools, diagnostic categories and core areas of functional impact. 1.2 Identify key issues affecting people with autism spectrum disorder, their carer and family, including siblings. 1.3 Identify personal values and attitudes to take into account when planning and implementing support activities. 1.4 Identify opportunities for ongoing professional development to maintain service delivery outcomes.

2. Respond effectively to the needs of people with autism spectrum disorder.	<p>2.1 Provide a range of interventions and supports that are effective for the person's specific needs.</p> <p>2.2 Implement interventions and support strategies in response to the diagnostic assessment.</p> <p>2.3 Implement interventions and support strategies that are measurable, evidence-based and support varied learning styles.</p> <p>2.4 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 Identify organisational policies and procedures relevant to job roles and responsibilities.</p> <p>3.3 Conduct work in a manner according to relevant statutory and legislative requirements.</p> <p>3.4 Conduct work in accordance with the professional standards of the sector.</p> <p>3.5 Undertake ongoing professional development and awareness of professional boundaries.</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 of at least three people with autism spectrum disorder, including: <ul style="list-style-type: none"> ○ identifying the specific needs of the person ○ identifying and implementing interventions that support these needs ○ working according to the principles of person-centred care.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ historical context of autism spectrum disorder ■ current data and facts on autism spectrum disorder, including: <ul style="list-style-type: none"> ○ causes ○ evidence based treatments, therapies and interventions ○ secondary diagnosis ○ prevalence, gender ratios and demographic data ■ tools and their use, including: <ul style="list-style-type: none"> ○ Diagnostic and statistical manual of mental disorders, fifth edition (DSM-V) ○ International statistical classification of diseases and related health problems 10th revision (ICD-10) ○ Childhood autism rating scale (CARS) ○ Autism Diagnostic Observation Schedule (ADOS) ○ Autism diagnostic interview – revised (ADI-R) ■ key issues associated with, and the impact of, autism spectrum disorder for the person, carer, and family including siblings ■ facts and myths associated with autism spectrum disorder ■ misconceptions and generalisations about autism spectrum disorder in the community ■ legal and ethical requirements for working with people with autism spectrum disorder and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> ○ duty of care ○ dignity of risk ○ human rights ○ discrimination ○ mandatory reporting ○ practice standards ○ privacy, confidentiality and disclosure ○ work role boundaries, responsibilities and limitations ■ prompting, principles of prompting and fading prompting ■ strategies to create independence ■ motivators to learning, de-motivators and blocks ■ maintenance techniques and generalisation.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.</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