



**Australian Government**

**Assessment Requirements for CHCEDS056  
Provide support to students with autism  
spectrum disorder**

**Release: 1**

# Assessment Requirements for CHCEDS056 Provide support to students with autism spectrum disorder

## Modification History

Release 1. CHCEDS056 Provide support to students with autism spectrum disorder supersedes and is not equivalent to CHCEDS031 Provide support to students with autism spectrum disorder.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- undertake each of the following on at least one occasion for at least one student with autism spectrum disorder (ASD):
  - contribute to planning of support
  - provide support
- prepare two learning resources for use with students with ASD.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for working with students with ASD
- ASD and its effects on development and learning
- different roles of people supporting students with ASD and the required collaboration between them:
  - education support worker
  - teachers
  - other professionals
- legal and ethical requirements:
  - anti-discrimination and inclusion
  - disability
  - child safety
  - confidentiality
  - principles of the UN Convention on the Rights of the Child
- historical context for ASD and current perspectives on:
  - causes
  - diagnosis
  - treatments and therapies
- types of learning resources used with people with ASD and their key features:

- modified materials
- technology
- ways to support teaching strategies:
  - contributing observations
  - ensuring understanding
  - following teacher example
- communication techniques for engaging students with ASD in the education context
- positive behaviour support techniques for students with ASD.

## Assessment Conditions

Skills must be demonstrated in the workplace:

- provision of support must be directly observed by the assessor on one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

When providing support to a student as a part of performance evidence demonstration, the individual needs of the student being supported must be discussed with the teacher prior to the activity and associated direct observation taking place. All activities and direct observations should be planned in order to avoid any distress or impact on the student being supported.

Interactions with students must be supervised by a teacher or other educational professional.

Skills related to resource development may be demonstrated outside of the workplace but must be based on work in a primary or secondary school in Australia.

Assessment must ensure access to:

- information technology for research and resource development
- organisational policies and procedures for working with students with ASD
- students with ASD in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>