CHCCS413B Support individuals with autism spectrum disorder

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS413A Support individuals with autism spectrum disorder	CHCCS413B Support individuals with autism spectrum disorder	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with individuals with an autism spectrum disorder (ASD), with regard for their needs and within the context of support work

Application of the Unit

Application	Work performed requires a range of well developed skills where some discretion and judgement is required and individuals will take responsibility for their own outputs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply basic knowledge of *autism spectrum disorder* to support work	1.1 Demonstrate an understanding of the *historical context* and *current research* relating to autism spectrum disorder 1.2 Demonstrate an understanding of processes of establishing a diagnosis, including *assessment tools*, *diagnostic categories* and *core areas of functional impact*, in relation to *individual clients*
2. Apply a knowledge of the impact of autism spectrum disorder	2.1 Apply knowledge of *key issues* affecting individuals with autism spectrum disorder, their carers, families and siblings 2.2 Implement *interventions and support strategies* in the context of psychological profiles and learning styles 2.3 Implement interventions and support strategies according to the *principles for evaluating possible intervention and support strategies*

ELEMENT	PERFORMANCE CRITERIA
3. Respond effectively to the needs of individuals with autism spectrum disorder	3.1 Conduct support activities in the context of the underpinning *values*, *philosophies and legal requirements* of the sector
	3.2 Identify personal values and attitudes and take into account when planning and implementing support activities
	3.3 Conduct support activities in a manner that minimises the effects of stereotypical attitudes and myths
	3.4 Provide a range of interventions and supports that are effective for the specific needs of individuals, carers, families and siblings
4. Operate within the policies, procedures and professional standards of the sector	4.1 Identify relevant organisation policies relevant to job roles and responsibilities
	4.2 Conduct work in a manner according to relevant statutory and legislative requirements
	4.3 Undertake ongoing professional development and awareness of professional boundaries

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Historical context of autism spectrum disorders
- Current research on autism spectrum disorders, including:
    - causes
    - treatments, therapies and interventions
    - coexistence with other disabilities
    - prevalence, gender ratios and demographic data
- Awareness of assessment tools and their use, including:
    - DSM-IV TR
    - ICD-10
    - FOSPAC
    - CARS
    - Attwood scale of asperger's syndrome
- Standards and process of diagnostic assessment
- Basic understanding of diagnostic categories of autism spectrum disorder
- Impact of autism spectrum disorder on individual functioning, family and siblings
- Key issues associated with autism spectrum disorder for clients, carers, families and siblings
- Intervention strategies (as per the Range Statement)
- Values and philosophies (as per the Range Statement)
- Principles of best practice in the treatment and support of autism spectrum disorder
- Facts and myths associated with autism spectrum disorder
- Legislative framework and professional boundaries relevant to working with individuals with autism spectrum disorder
- Task analysis
- Prompting, principles of prompting and fading prompting
- Strategies to create independence
- Reinforcers
- Motivators to learn

REQUIRED SKILLS AND KNOWLEDGE

- Common de-motivators and blocks
- Understanding of maintenance techniques and generalisation
- Understanding of incidental learning
- Instructional strategies, in particular discrete trial and hierarchy of prompts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide a range (as per the Range Statement) of interventions and supports
- Access relevant information
- Work collaboratively with clients, families and service providers
- Use organisational and time management skills
- Use communication skills to work with individuals with autism spectrum disorder, their carers, families and siblings
- Apply basic problem solving skills to resolve issues within organisation's protocols
- Relate effectively to clients and staff
- Adhere to professional standards, guidelines and practice standards
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Demonstrate appropriate task breakdown
- Apply communication techniques that encourage and motivate
- Use appropriate prompting during training session
- Apply reinforcers appropriately during training session
- Demonstrate appropriate use of incidental learning opportunities
- Demonstrate the use of instructional strategies, in particular discrete trial and hierarchy of prompts

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment of this unit must occur in a real or simulated workplace • The specific assessment context will be defined by the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible • Assessment should not require a higher level of communication competency than that required by work responsibilities
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to:
  - appropriate workplace where assessment can take place or simulation of realistic workplace environment for assessment
  - relevant policies, procedures and protocols for work in the sector

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Autism spectrum disorder refers to:	• The term autism spectrum disorder is an umbrella term that describes autism and asperger's syndrome
	• There are no diagnostic criteria for autism spectrum disorder; it is a term used to describe individuals with a diagnosis of autism, asperger's syndrome or associated pervasive developmental delays
	• Individuals diagnosed with autism spectrum disorder may display difficulties in three areas:
	   • communication
	   • social interaction
	   • flexible thinking and behaviour
	• In addition, some people with autism spectrum disorder may also have sensory processing difficulties - unusual perception of sounds, sights, smell, touch and taste

Historical context includes:	• Original research conducted by Leo Kanner (1943) and Hans Asperger (1944)

Current research includes, but is not limited to:	• Current, reliable references
	• Causes, including:
	   • neurological/biological
	   • environmental toxins
	   • viral
	• Treatments, therapies and interventions
	• Coexistence with other disabilities
	• Prevalence, gender ratios and demographic data

Assessment tools may include:	• DSMIV-R • ICD-10 • FOSPAC • CARS • Attwood scale of asperger's syndrome
Diagnostic categories must include:	• Autism • Asperger syndrome

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RANGE STATEMENT

Diagnostic categories may also include:

- Childhood disintegrative disorder
- Pervasive developmental disorder not otherwise specified (PDD-NOS)
- Rett's Disorder

Core areas of functional impact include:

- Communication:
  - verbal
  - non-verbal
  - receptive language
  - expressive language
- Social:
  - theory of mind/relationships
  - executive functioning
- Behaviour:
  - central coherence deficit
  - rituals/obsessions/routines
  - sensory processing

Individual clients may include:

- Individuals at any stage of the life span

Key issues may include:

- Loss and grief
- Stress (individual and family)
- Service access
- Meeting individual needs and personal needs
- Education
- Economic constraints
- Social isolation
- Community acceptance
- Information overload

RANGE STATEMENT

Interventions and support strategies may include:

- Documented individualised plan, including:
  - individual lifestyle plan
  - individual program plan
  - individual education plan
  - individual futures plan
- Visual strategies:
  - social stories
  - comic strip conversation
  - visual stories
  - checklists
  - picture exchange communication system (PECS)
- Augmentative communication
- Sensory strategies - calming or alerting:
  - visual strategies
  - auditory strategies
  - tactile strategies
  - gustatory strategies
  - olfactory strategies
  - proprioceptive strategies
  - vestibular strategies
- Relaxation techniques
- Connection with social groups and activities
- Behaviour support:
  - functional assessment of behaviour
  - identification of triggers and if possible modification of environment
  - known reinforcers - reinforcement assessment
  - positive reinforcement
  - non aversive approach
  - token economy

RANGE STATEMENT

Principles for evaluating possible intervention and support strategies may include;	• Impact on the client and family • Reliable evidence of positive results • Sustainability • Useful and transferable • Philosophical match with client/family ethics • Financial cost • Resource availability
Values and philosophies may include:	• A holistic and person-centred approach • Developmental approach • Advocacy • Community education • Family sensitive approaches • Promotion of quality of life • Early intervention • Delivery of appropriate services • Commitment to meeting the needs and upholding the rights of clients • Encouragement of personal growth and development • Rights of individuals • The social model of disability • The impact of social devaluation on an individual's quality of life • Competency and image enhancement as a means of addressing devaluation
Legislative and legal requirements may include:	• Commonwealth and relevant state/territory disability services acts • National Standards for Disability Services • Duty of care • Guardianship and administration • Quality assurance framework (federal and state) • Equal Opportunity Act • Disability Discrimination Act • Privacy Act • Organisation policies • Work health and safety (WHS) • Medication regulations

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Unit Sector(s)

Not Applicable