



Australian Government

CHCCCS024 Support individuals with autism spectrum disorder

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

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

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

The Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Plan intervention and support activities for individuals with autism spectrum disorder

1.1 Recognise the diagnostic process/es used in relation to the person, including assessment tools, diagnostic categories and core areas of functional impact

1.2 Identify key issues affecting individuals with autism spectrum disorder, their carers and families, 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

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

The Performance criteria describe the performance needed to demonstrate achievement of the element.

2. Respond effectively to the needs of individuals with autism spectrum disorder

2.1 Provide a range of interventions and supports that are effective for the specific needs of individuals

2.2 Implement interventions and support strategies in response to the diagnostic assessment and support varied learning styles

2.3 Implement interventions and support strategies that are measurable and evidence based

2.4 Conduct support activities in a manner that promotes and achieves person-centred outcomes

3. Operate within a legal and ethical framework and in accordance with the professional standards of the sector

3.1 Conduct support activities in the context of the underpinning values, philosophies and standards of the sector

3.2 Identify organisation policies relevant to job roles and responsibilities

3.3 Conduct work in a manner according to relevant statutory and legislative requirements

3.4 Conduct work in accordance with the professional standards of the sector

3.5 Undertake ongoing professional development and awareness of professional boundaries

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

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

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCCCS024 Support individuals with autism spectrum disorder

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- provided a range of interventions and supports to meet the needs of at least 3 individuals with autism spectrum disorder

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This include knowledge of:

- historical context of autism spectrum disorder
- current data and facts on autism spectrum disorder, including:
 - causes
 - evidence based treatments, therapies and interventions
 - secondary diagnosis
 - prevalence, gender ratios and demographic data
- tools and their use, including:
 - 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 (including functioning), carers, and families 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 individuals with autism disorder and how these are applied in an organisation 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
- prompting, principles of prompting and fading prompting
- strategies to create independence
- motivators to learning, de-motivators and blocks
- maintenance techniques and generalisation

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including scenarios that reflect a range of interventions and supports

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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