



Australian Government

Assessment Requirements for CHCCCS035 Support people with autism spectrum disorder

Release: 1

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Modification History

Not applicable.

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:

- provide interventions and supports to meet the needs and preferences of at least three people with autism spectrum disorder, including:
 - recognising the specific needs and preferences of the person
 - planning 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:

- historical context of autism spectrum disorder
- current data and facts on autism spectrum disorder:
 - 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:
 - co-morbidities and their inter-relationship with autism spectrum disorder
 - lifestyle
 - cultural safety
 - cultural and linguistically diverse communities
 - LGBTIQ+ communities
- sources of and processes for accessing additional skills and knowledge to support specific needs of the person
- process for diagnosing autism spectrum disorder:
 - 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:
 - 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:
 - 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:
 - mood
 - under- and 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:
 - 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

Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.

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.

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.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- organisational policies and procedures
- individualised plans
- equipment and resources outlined in individualised 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.

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-bd22cc4f1e53>