



Australian Government

CHCEDS056 Provide support to students with autism spectrum disorder

Release: 1

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.

Application

This unit describes the performance outcomes, skills and knowledge to provide support to students who have educational needs associated with an autism spectrum disorder (ASD).

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

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

- | | |
|---------------------------------------|---|
| 1. Research autism spectrum disorder. | 1.1. Identify and access current and authoritative sources of information about autism spectrum disorder (ASD) and its diagnosis.
1.2. Source and review information on the ways in which students with ASD learn.
1.3. Identify effective teaching and learning practices that meet individual needs based on research undertaken. |
| 2. Provide support to teachers. | 2.1. Contribute to goal setting for students as part of the education team based on knowledge of ASD.
2.2. Identify and prepare resources for individual students with ASD within scope of own work role. |
| 3. Provide support to students. | 3.1. Support the student to have positive social interactions using techniques suited to the individual.
3.2. Support teaching strategies used by the teacher through modelling and reinforcement.
3.3. Identify and discuss student progress with the teacher and other professionals.
3.4 Identify situations that pose a risk to safety of self, the student and others and follow organisational procedures. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	- interpret unfamiliar information about ASD - Interpret organisational policies and procedures.
Writing skills to:	record information according to organisational policies and procedures.
Oral communication skills to:	- interact and engage with students to build rapport - use listening and questioning to seek information and confirm understanding.
Initiative and enterprise skills to:	anticipate the need for intervention or diversion to support students with ASD.

Unit Mapping Information

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.

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 CHCEDS056 Provide support to students with autism spectrum disorder

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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.

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