



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.

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|---------------------------------------|---|
| 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

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Links

Companion Volume implementation guides are found in VETNet -

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