



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCEDS434A Provide support to students with autism spectrum disorder**

**Release: 1**

## **CHCEDS434A Provide support to students with autism spectrum disorder**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit deals with the competency requirements for education support workers to provide support to students who have education needs associated with an autism spectrum disorder (ASD)

Education support personnel who support teachers play an important role in assisting these students to participate in their learning activities and a range of other school activities

### **Application of the Unit**

#### **Application**

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

### **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 <i>autism spectrum disorder</i>        | 1.1 Demonstrate an understanding of the <i>historical context</i> and current research relating to autism spectrum disorder |
|                                                                    | 1.2 Demonstrate understanding of <i>processes of establishing a diagnosis of ASD</i>                                        |
|                                                                    | 1.3 Work with a demonstrated understanding of the difficulties experienced by students with ASD                             |
| 2. Identify the effects of ASD on student development and learning | 2.1 Communicate the <i>effects of ASD on student development and learning</i>                                               |
|                                                                    | 2.2 Identify the <i>implications of ASD on effective teaching and learning practices</i>                                    |
| 3. Provide support to students with ASD                            | 3.1 Assist the student with ASD as part of the <i>education team</i>                                                        |
|                                                                    | 3.2 Work as a team member to implement education programs                                                                   |
|                                                                    | 3.3 <i>Influence social interactions</i> with other students and staff                                                      |

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                     |                                                                                         |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------|
| 4. Provide support to teachers of students with ASD | 4.1 Contribute to goal setting for the student as part of the education team            |
|                                                     | 4.2 <i>Support the teaching strategies</i> used by the teacher                          |
|                                                     | 4.3 Identify, maintain, prepare and use <i>suitable resources</i> for students with ASD |
|                                                     | 4.4 Take appropriate steps, if required, to maintain personal safety of self and others |

## 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:

- Autism spectrum disorder (ASD) and its effects on development and learning
- Communication techniques for engaging students with ASD in the education context
- Education facilities policy related to working with people with a disability
- Legislation related to anti-discrimination, disability in the education environment, child safety, inclusiveness
- Positive behaviour support techniques

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to

- Contribute to planning and support for students with ASD

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

## REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Anticipate the need for intervention or diversion in social situations between students with ASD and others
- Communicate using:
  - oral skills with teachers and colleagues to ensure understanding of tasks and strategies
  - verbal and non-verbal skills to develop supportive relationships with students without creating dependency
  - writing skills to record observations
- Empathise with students with ASD
- Make suitable resources
- Use technology to set-up, use and maintain any aids required by students with ASD

## 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
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

## EVIDENCE GUIDE

- 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
- 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 a range of opportunities defined in the Range Statement, including:
    - appropriate workplace where assessment can take place
    - simulation of realistic workplace environment for assessment
    - relevant school/centre policy, protocols and procedures
    - educational materials

## EVIDENCE GUIDE

### *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 (ASD) refers to:*

- The term autism spectrum disorder is an umbrella term that describes autism and asperger syndrome
- Some researchers believe the spectrum also includes rett's disorder, childhood disintegrative disorder, pervasive developmental disorder not otherwise specified (PDD-NOS)
- This is because there is an overlap between these disorders with the triad of impairments- these are the three core area associated with ASD as listed communication skills, social interaction and restricted areas of interest/thinking
- There are no diagnostic criteria for ASD; it is simply a term used to describe individuals with a diagnosis of autism, asperger's syndrome or associated pervasive developmental delays without needing to specify each disorder individually
- ASD is a very complex developmental disability - a lifelong and pervasive disability that may have serious influence on every aspect of a person's family and community life
- Individuals diagnosed with ASD may display difficulties in three areas:
  - communication
  - social interaction
  - flexible thinking and behaviour
- In addition, some young people with ASD may also have sensory processing difficulties - unusual perception of sounds, sights, smell, touch and taste, which may lead to distinctive behavioural responses
- A pattern of developmental differences in all three areas is necessary to confirm a diagnosis
- The effect of these difficulties on a student will vary; no two people with ASD are the same

*Historical context includes:*

- Facts and myths about autism spectrum disorders
- Original research conducted by Leo Kanner (1943) and Hans Asperger (1944)

**RANGE STATEMENT**

*Processes of establishing a diagnosis of ASD include:*

- Diagnosing ASD is a highly specialised skill
- Diagnoses are generally based on a multi-disciplinary team approach, including two different perspectives, most commonly from a psychologist, speech pathologist, paediatrician or psychiatrist
- A specialist or family member may request information from school staff to assist with the diagnostic process
- *NOTE:* School staff, including advisory visiting teachers - ASD, guidance officers and special education teachers, are not qualified to make a diagnosis of ASD

## RANGE STATEMENT

*Effects on student development and learning include:*

- The effects of ASD on learning and development will vary as no two students have identical symptoms, backgrounds or interests
- Abilities in communication, social understanding and flexibility of thought and behaviour will vary from student to student
- The level of difficulty experienced in each area will be specific to each individual; however the pattern of problems is the feature common to persons diagnosed with ASD

Students diagnosed with ASD will experience difficulties in at least one of the following areas:

- Communication:
  - students with ASD may have difficulty interpreting the messages of others and in framing and conveying messages for themselves
- Receptive language skills
- Expressive language skills
- Social competence:
  - social interactions of all students with ASD are disordered to some degree
  - students may be motivated to interact socially but lack many of the skills to do so
  - one student with ASD may seem largely disinterested and unresponsive to others, but another may have more subtle social competence
- Behaviours that interfere with learning:
  - difficulties adjusting to change
  - aggression/disruption
  - stress responses
  - self-stimulatory behaviours/repetitive actions
  - inconsistencies in behaviour (home behaviours differ from school behaviour)
- Sensory information processing: difficulty registering, modulating and integrating information received through one or more of the senses
- Other considerations:
  - motor skills
  - cognition/learning characteristics
  - self care skills
  - personal independence

## RANGE STATEMENT

- leisure/recreation
- assessment and reporting

*Implications of ASD on effective teaching and learning practices may include:*

- A need for additional human resources
- Formulation of rules for acceptable class behaviour that takes into consideration the difficulties of students with ASD
- Required input from specialists and key stakeholders
- Team approach to programming specific needs
- Use of instructional design and resources

*Education team may include:*

- Advisory visiting teacher/s
- Class teacher/s
- Education support workers
- Guidance officer
- Nurses
- Parents/guardians
- Principal
- Therapists

*Influence social interactions between students with ASD and staff and other students refers to:*

- Actively supporting the student to participate as a member of his/her class group
- Developing a positive relationship with the student
- Developing good communication with students to negotiate, clarify and problem-solve
- Encouraging students to do as much as possible for themselves
- Helping students to have input to the style of support provided
- Minimising unnecessary withdrawal or isolation of the student
- Modelling appreciation of valued qualities displayed by students with ASD

## RANGE STATEMENT

*Support the teaching strategies includes:*

- Contributing observations and data to assist the teacher monitor progress and planning
- Ensuring the desired learning outcomes and planned means to achieve them are clearly understood
- Following the teacher's example - using a similar vocabulary, tone of voice, positioning, wait-time, questioning techniques, and directions
- Liaising with other education support workers to share experiences and create a network of team support
- Seeking clarification when purpose of activities is unclear
- Understanding the principles of practice being used by the teacher

*Suitable resources may include:*

- Modified materials to enable students with ASD to participate in class activities e.g. more space between questions on worksheet, complex sentences reworded
- Specialised equipment, such as a slope board or pencil grip to improve writing skills
- Technological aids e.g. computer switches which are bigger or brightly coloured, or electronic communication devices

*Support strategies for students with ASD will be developed by/with the teacher/s and may include:*

- Addressing rigidity and inflexibility
- Encouraging acceptable behaviours
- Enhancing communication
- Incorporating social learning into curriculum activities

## Unit Sector(s)

Not Applicable