

Describe autism spectrum disorders (ASD) and available supports

Level 3

Credits 3

Purpose People credited with this unit standard are able to: describe key defining features of people with ASD; describe the impact for daily living interactions for a person diagnosed on the autistic spectrum; and describe a strategy that may assist people on the autistic spectrum.

Subfield Community Support

Domain Community Support Services

Status Registered

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Entry information Open.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) Community Support Services Industry Training Organisation Limited

Accreditation and Moderation Action Plan (AMAP) reference 0024

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

- 1 The performance of all elements of this unit standard must comply with any relevant cultural or legislative requirements including the rights and responsibilities of people receiving services or supports as outlined in the Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996.
- 2 In this sector, support given to a person should be given in a manner that maximises the independence of that person. Support must be appropriate to the needs of the person and utilise existing strengths and, wherever possible, optimise the use of the local community. Performance of all aspects of this unit standard must fit within these broad parameters.

3 Definitions

Autism spectrum disorders (ASD) are a range of neurological disorders that most markedly involve some degree of difficulty with communication and interpersonal relationships, as well as obsessions and repetitive behaviours. As the term *spectrum* indicates, there can be a wide range of effects.

The essential features of *autistic disorder* are the presence of markedly abnormal or impaired development in social interaction and communication and a markedly restricted repertoire of activity and interests. Manifestations of the disorder vary greatly depending on the developmental level and chronological age of the individual. The term *autistic spectrum* is traditionally used by industry to describe a person who exhibits a range of clustered features from one or both definitions described above.

Elements and performance criteria

Element 1

Describe key defining features of people with ASD.

Range evidence is required for a minimum of three specific disorders.

Performance criteria

1.1 ASD is explained outlining typical features associated with specific disorders.

1.2 ASD is described outlining its enabling and/or disabling effects.

Range communication style, social interaction, flexibility of thought, sensory processing.

Element 2

Describe the impact for daily living interactions for a person diagnosed on the autistic spectrum.

Performance criteria

2.1 Daily living interactions are outlined with reference to the possible enabling or disabling effects of ASD.

Range may include but is not limited to – self-development, learning, relationships, daily living, leisure, employment.

Element 3

Describe a strategy that may assist people on the autistic spectrum.

Range strategies may include but are not limited to – TEACCH, SPELL, PECS, sensory integration, ABA, visual strategies, social stories; evidence of at least one strategy for one specific disorder is required.

Performance criteria

3.1 The beneficial effects of physical and social environments are described in terms of the strategy used to assist a person on the autistic spectrum.

Range environmental assessment, structure, consistency, sensory qualities, interactions, choices, transitions.

3.2 The component features of the strategy are described in terms of their ability to assist a person on the autistic spectrum.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Community Support Services Industry Training Organisation Limited enquiries@cssito.org.nz if you wish to suggest changes to the content of this unit standard.