

Title	Describe autism and support strategies to assist a person with autism		
Level	3	Credits	3

Purpose	<p>This unit standard is for people providing services in a health or wellbeing setting.</p> <p>People credited with this unit standard are able to describe: defining features of people with autism; the impact of autism on a person's daily living interactions with others; and support strategies that may assist a person with autism and how the environment may impact on these strategies.</p>
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Classification	Health, Disability, and Aged Support > Core Health
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Available grade	Achieved
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Explanatory notes

- Legislation and standards relevant to this unit standard include:
 Health and Disability Services (Safety) Act 2001;
 Health and Safety at Work Act 2015;
 Human Rights Act 1993;
 Privacy Act 1993;
 All the above legislation is available at <http://www.legislation.govt.nz/>.
 Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights Regulations) 1996 (The Code of Rights). Available at <http://www.hdc.org.nz/the-act--code/the-code-of-rights>.
 NZS 8134.0:2008 *Health and disability services Standards – Health and disability services (general) Standard*;
 NZS 8134.1:2008 *Health and disability services Standards – Health and disability services (core) Standards*;
 NZS 8134.3:2008 *Health and disability services Standards – Health and disability services (infection prevention and control) Standards*;
 NZS 8158:2012 *Home and community support sector Standard*; available at <http://www.standards.co.nz/>.
- Support* should aim to maintain, improve, or restore a person's independence and/or interdependence by utilising the person's existing strengths and appropriate resources; but may include providing assistance to enable a client's health and wellbeing needs to be met.
- The two strategies required in outcome 3 can be both for one person, or a different strategy for each of two people.

4 Definitions

Autism – a neurological condition that involves some differences with communication and/or interpersonal relationships, as well as restricted, repetitive patterns of behaviour, interests or activities.

Daily Living Skills are basic self-care tasks, such as the ability to care for oneself.

Health or wellbeing setting includes but is not limited to – the aged care, acute care, community support, disability, mental health, and social services sectors.

Person – a person accessing services. Other terms used for the person may include client, consumer, customer, patient, individual, resident, service user, tūroro or tangata whai ora.

Outcomes and evidence requirements

Outcome 1

Describe defining features of people with autism.

Range features may include but are not limited to – social communication; social interaction; restricted, repetitive patterns of behaviour, interests or activities; evidence is required of three features.

Evidence requirements

1.1 The defining features of autism are described in terms of their enabling and/or disabling effects.

Outcome 2

Describe the impact of autism on a person's daily living interactions with others.

Evidence requirements

2.1 Daily living interactions are described in terms of the possible enabling or disabling effects of autism.

Range interactions may include but are not limited to – self-development, learning, relationships, leisure, employment, daily living skills; evidence is required of three interactions.

Outcome 3

Describe support strategies that may assist a person with autism and how the environment may impact on these strategies.

Evidence requirements

3.1 The features of the support strategy are described in terms of their ability to assist the person.

Range strategies may include but are not limited to – visual strategies; social stories; sensory support; intensive interaction; evidence of at least two strategies is required.

3.2 Aspects of the physical and social environments are described in terms of their possible impact on the success of the support strategy.

Range aspects may include but are not limited to – structure and consistency; sensory stimuli; interactions; choices; transitions; evidence is required of two aspects for each strategy described in 3.1.

Planned review date	31 December 2022
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 March 2008	31 December 2017
Revision	2	21 January 2011	31 December 2017
Review	3	16 April 2015	31 December 2018
Review	4	20 July 2017	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR 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 ITO Limited info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.