

CHCECEXXX Support autistic children

Unit code	CHCECEXXX
Unit title	Support autistic children
Unit mapping information	No equivalent unit.
Modification history	
Unit outcomes	<p>This unit describes the skills and knowledge required to support the inclusion, participation, and development of autistic children in early childhood education and care settings.</p> <p>It focuses on developing foundational knowledge of autism, understanding the typical characteristics of autism in children aged birth to 6 years, explain how medical and social models of disability can impact the experiences of autistic children aged birth to 6 years, how using a strength-based approach to understanding and talking about autism, and developing evidence-based individual educational plans to support autistic children.</p> <p>This unit applies to early childhood educators in long day care, family day care, in home care and out of school hours care settings.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Knowledge	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none">• describe the characteristics of autism in children aged birth to 6 years using respectful and strengths based language

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	<ul style="list-style-type: none">• Explore the signs and functions of masking in autistic children aged birth to 6 in the context of wellbeing, safety, and belonging• explain how medical and social models of disability can impact the experiences of autistic children aged birth to 6 years• outline play resources, including sensory resources, to support development and engagement of autistic children
Skills	Learners must demonstrate the following skill outcomes: <ul style="list-style-type: none">• access and interpret current authoritative sources of information on autism• interpret observations of autistic children to determine developmental skills, interests and engagement using strength-based approaches• develop evidence based pedagogical strategies for supporting autistic children aged birth to 6 years• design play experiences for autistic children aged birth to 6
Application of Knowledge & Skills	The individual applies knowledge and skills to draw on authoritative sources of information and implement contemporary, inclusive and respectful approaches to supporting autistic children. They integrate knowledge of autism and evidenced based strategies to interpret and reflect on observations and design intentional play and learning experiences to support the autistic child's development and engagement.
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care

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Foundation skills	
Range of conditions	
Assessment Requirements	
Performance evidence	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> • using respectful and strength based language, interpret, reflect on and document observations of 3 autistic children that identify the child’s skills in all developmental domains, interests, characteristics, and preferences • based on these three observations, design three play experiences that: <ul style="list-style-type: none"> ○ outline the materials and resources required ○ identify the planned learning outcomes ○ describe evidence of pedagogical practices that facilitate the learning outcomes ○ offer flexibility ○ are sensory aware ○ responsive to the child preferences
Knowledge evidence	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> • authoritative sources of information including: <ul style="list-style-type: none"> ○ national and state/territory-based autism peak bodies, including: <ul style="list-style-type: none"> ▪ Reframing Autism ▪ Yellow Ladybugs ▪ Autism CRC ▪ Australian Autism Alliance

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	<ul style="list-style-type: none">• national guidelines and frameworks relevant to working with autistic children including:<ul style="list-style-type: none">○ Autism CRC National Guideline for supporting the learning, participation, and wellbeing of autistic children and their families in Australia○ Autism CRC National framework for assessing children’s functional strengths and support needs in Australia○ AERO Early Learning Childhood Learning Trajectories○ National Best Practice Framework for Early Childhood Intervention• relevant resources on autism in Australia in your local jurisdiction• authoritative contemporary information about autism including:<ul style="list-style-type: none">○ prevalence rates of autism○ the signs and functions of masking behaviour in autistic children aged birth to 6 years in the context of wellbeing, safety, and belonging○ medical and social models of disability○ neurodiversity as a natural variation of human development○ the educator’s role in identifying and supporting autistic traits rather than diagnosing autism○ strengths based language and practices that support autistic children aged birth to 6 years○ evidence based pedagogical strategies that support autistic children aged birth to 6 years○ supporting autistic children’s strengths, interests, communication styles and sensory preferences
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	<ul style="list-style-type: none"> ○ creating and modifying environments to support autistic children ○ evidence based strategies for promoting autistic children's developmental progress ○ sensory play environments ○ documenting and interpreting observations of autistic children ○ developing experience plans for autistic children ○ the impact of educator attitudes around autism on autistic children ○ how to identify and reflect on aspects of personal life experience (e.g., cultural background, education, family, community, etc.) that have shaped own beliefs and understanding of autism ● the role of early childhood intervention specialists in support autistic children in early childhood settings
<p>Assessment conditions</p>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"> ● suitable ● workplace or simulated conditions that ● scenarios, preprepared documentation or pre-recorded videos may be used for observation <p>All assessments must be undertaken by assessors who meet the requirements stated to apply under the Standards for Registered Training Organisations (RTOs) 2025 or its successor.</p>
<p>Unit mapping information</p>	<p>No equivalent unit.</p>
<p>Links</p>	