CHCEDS310A Support learning for students with disabilities

Release: 1

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Modification History

Unit Descriptor

This unit is intended to provide an introduction to working with students that have a recognised disability
This unit is intended to provide an introduction to working with students that have a recognised disability

Application of the Unit

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
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Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills
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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.
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Elements and Performance Criteria

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Element	Performance Criteria
1 Apply understanding of the delivery of services for students with disabilities	1.1 Apply understanding of the **key issues** facing students with disabilities and their carers
	1.2 Apply the context of **policy, regulatory, and legal requirements** to working with students with a disability
	1.3 Demonstrate a commitment to **access and equity** principles
	1.4 Consider personal values and attitudes regarding disability when working with students
	1.5 Apply understanding of the **effects that specific disabilities may have** on student learning
2 Support the rights, interests and needs of students with disabilities as part of the education team	2.1 Apply understanding of **strategies** that assist students with disabilities to exercise their **rights** and independence
	2.2 Acknowledge and accommodate **different student requirements** in the team approach
	2.3 Gather and record data as directed by the teacher
	2.4 Identify and apply the support **requirements of individual students**
3 **Respond to situations of risk** or potential risk to students with disabilities	3.1 Report situations which may pose a health or safety issue to students or staff according to organisation procedures
	3.2 **Respond to situations of immediate risk** using predetermined strategies where available and report to **appropriate personnel**
	3.3 Report uncharacteristic or **inappropriate behaviour** to teachers or other team members as needed

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Developmental and acquired disabilities

Different student requirements according to different disabilities

Holistic and individual-centred care

Student needs and rights including duty of care

Principles of empowerment/disempowerment in relation to students with disabilities

Principles of access and equity

Principles and practice s of confidentiality

Awareness of discriminatory actions

Common risks to safety

Role of advocacy bodies

Awareness and understanding of consent and strategies used to determine ability to consent

Essential skills:

It is critical that the candidate demonstrate the ability to:

Apply understanding of the rights of students with disabilities and the responsibilities of the education team

Demonstrate understanding of stereotypes that may exist about people with disabilities

Be aware of the impact of own attitudes on working with students with disabilities

Demonstrate understanding of the different responsibilities of teaching staff and education support workers working with students with disabilities

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Communicate effectively with students, teachers, parents/carers

Demonstrate empathy and sensitivity to diversity

Read and understand reference material

Interpret information from written and/or verbal directions

Evaluate risk situations

Identify problems and choose effective solutions

Use a flexible approach to learning and teaching situations

Adapt the environment to the needs of the students

Manage time

Use technology to support student learning

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

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

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.

Key issues include:	Access to services for students with impairments and their carers
	Meeting individual needs and personal goals of students with impairments
	Family and carer issues
	Grief and loss

Policy regulatory, and legal requirements may include:	Education legislation
	Disability services legislation
	Anti-discrimination legislation
	Privacy legislation
	Equal employment opportunity principles
	Guardianship requirements
	Individual rights
	Disability service standards
	Access and equity policies of the organisation
	Medication regulations and organisation policies
	Workplace health and safety legislation
Different student requirements may be identified from, for example:	Education adjustment program profile
	Negotiated education plan
Context includes:	Relevant statutory framework
	Historical context of work, e.g. changing attitudes
	Changing social context of work, e.g. individual centred approach, changing societal views, approaches to working with students with disabilities
	Political context, e.g. government policies and initiatives
	Economic context, e.g. the current economic situation as it relates to and affects students with impairments and the subsequent impact on their needs
	Facts/myths about impairments

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Assess and equity includes:	A student oriented culture
	A non-discriminatory approach to all students, their families and friends, the general public and co-workers
	Ensuring the work undertaken caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
Effects of disability on student learning may include:	Progression through stages may be slower
	Students may experience plateaux in learning
	Student may take longer to learn
	Student may experience a lowered ceiling to the complexity of concepts learned
	Dependence on specific learning style may become more pronounced
	Student may have impaired capacity for sensory intake and perception
	Student may experience reduced learning without access to special equipment or methods
	Fatigue associated with the disability may impact on learning
	Absence from school related to the disability
	Gaps in experiences brought about by the disability

Strategies to support students with disabilities may include:	Acting as a point of contact from parents
	Building the student's self-esteem and confidence by providing positive responses and encouraging risk-taking in activities that assist with development
	Identifying the knowledge, skills, interest and experiences of the student
	Demonstrating respect for the student
	Providing supportive socialisation activities
	Providing minimal and least intrusive cues to assist the student perform tasks and manage their own behaviour
	Controlling the input of new information to avoid overwhelming the student
	Providing opportunities for students to practice new skills
	Using non-verbal signals and gestures to help communicative competence
	Assisting with daily classroom based learning activities including listening to students read, assisting with maths and other tasks as guided by the teacher
	Assisting with withdrawal activities as directed by the teacher
	Assisting with practical activities such as art, music, sewing, cooking and sport
	Toileting and positioning students with physical disabilities
	Feeding and assisting students with personal hygiene

Rights include:	Privacy
	Confidentiality
	Common law
	To be treated in a dignified, safe and comfortable manner
	The right to learn
	To express their own feelings
	Friendship
	Freedom of association
	Choice to participate
	Assess to complaint mechanisms
Accommodating student requirements may include:	Providing adjustments to curriculum, communication, learning environment and access etc that are necessary for the student to participate meaningfully in curriculum and school activities
	Providing age-appropriate activities
	Catering for different learning styles
	Giving more time to learn
	Providing experiences and language development as a base for learning
	Providing learning experiences based on the student's existing cognitive framework
	Applying alternative strategies
	Working with parents and other professionals to provide a supportive environment

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Education adjustment program profile refers to:	A process used to demonstrate the types of adjustments to:
	curriculum
	communication
	social participation/emotional well being
	health and personal care
	safety
	learning environment/access
	that are being provided for students with impairments to learn, participate and progress towards planned outcomes in relation to his/her same age peers
	Rather than focusing on the students' disabilities, this process focuses on the adjustments that need to be made at school to facilitate the student's presence, participation, access and achievement of education outcomes
Respond to situations of risk in the context of the education support role may include:	Identifying risks and appropriate strategies to deal with risks as part of the education team
	Providing information on risks or potential risks
	Risk minimisation
	Implementing strategies for preventing abuse of students with disabilities
Appropriate personnel include:	Teachers
	Principals
	Head of department
	Colleagues
	Visiting health workers and /or therapists
	administrators

Inappropriate behaviour may include:	Behaviour that places self or others at risk
	Behaviour that interferes with learning that the student could reasonably be expected to control
	Behaviour that endangers the health or well being of others

Unit Sector(s)

Community Services and Health Industry Skills Council