Australian Government

Department of Education, Employment and Workplace Relations

CHCIC301D Interact effectively with children

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCIC301D Interact effectively with children

Modification History

Unit Descriptor

This unit describes the knowledge and skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment
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Application of the Unit

This unit may apply to working with children in a range of community service contexts
Workers may be under direct supervision or working autonomously
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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	**Communicate positively with children** on an ongoing basis	1.1	Use language style that is appropriate for child's age, developmental stage and culture
		1.2	Use **key words of meaning** to a child
		1.3	Ensure **non-verbal communication** is appropriate and relevant
		1.4	Ensure interactions are frequent, caring and respectful
		1.5	Use non-gender-specific and non-stereotypical language
2	Promote **positive behaviour**	2.1	Communicate to child, **positive and realistic expectations** of their behaviour
		2.2	Regularly identify and explain to children examples of positive behaviour
		2.3	Use clear communication that suggests positive options to encourage a child's cooperation
		2.4	Draw child's attention to positive aspects of the child's behaviour
		2.5	**Apply limits to behaviour** within **service policies**
3	Collaborate with children about their interests	3.1	**Consult children** using a range of communication forms
		3.2	Interact and collaborate with all children in the service on a regular basis
		3.3	**Encourage children to consider new ideas and interests** that haven't previously been catered for in the service
		3.4	Allow sufficient time for children to express their ideas in a variety of contexts
		3.5	Positively acknowledge and act upon suggestions whenever possible

4	Respect similarities and differences and encourage children to respect these differences	4.1	Identify and talk about children's likes and dislikes
		4.2	Talk about differences as resources, not as inferior or a problem
		4.3	Respond positively and with respect to different communication styles used by children
5	Support children in learning about the decision-making process	5.1	Assist children to share their ideas, discuss limitations and solve problems
		5.2	Clearly describe to children limitation of **resources**
		5.3	Discuss **safety factors and legal requirements** that may constrain options
		5.4	Assist children to plan implementation of ideas/ suggestions
		5.5	Acknowledge suggestions that cannot be used and explore alternatives with the children

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:

Cross cultural issues in delivery of services

Culturally appropriate communication methods, styles, words

Importance of:

modelling

listening

consistent communication of guidelines for children's behaviour

developing child's self-esteem, respect for child

The range of children's feelings and reactions to key events in their lives

Organisation standards, policies and procedures

Stage of child development and age appropriate expectations of children's behaviour

Acceptable and unacceptable behaviours - review of own stance and reflection on own values

Different cultural practices and expectations about children's behaviour and about responses to children's behaviour

Developmental and emotional reasons for inappropriate behaviour

Different family practices, expectations and styles of discipline and norms about behaviour in different cultures and social groups

Rights of children

Positive behaviour guidance strategies

Antecedents of behaviour - learned habits, context influences, social influences

Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others

A range of behaviour management strategies to respond to difficult behaviours e.g. Natural

consequences, logical consequences, modifying/changing programs, reinforcing positive behaviour, extinguishing unacceptable behaviours

Identification of environmental factors that can affect a child's behaviour

Needs of children with a developmental disability and relevant strategies to use

How children learn

The importance children's input and ideas

Relevant health and safety policies and requirements

Culturally based expectations about communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account child's age, development, culture and needs

Communicate with children whilst valuing individuality and differences

Take into account child's age, activities, development, culture and needs when communicating with children

Assess and respond appropriately to challenging behaviours

Involve children in decision-making and planning giving due regard to their age, development and abilities

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:

Demonstrate application of skills including:

interpersonal relationship

active listening

non-verbal communication and cues of children

communication skills of questioning, informing, listening, discussing

identifying the capabilities of individual children

collaboration

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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 must be assessed on the job under the normal workplace conditions for a range of age groups, 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
	Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
	a childcare workplace
	children's services, resources and equipment
	the local environment
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.

Accessibility to children may include:	Proximity to child Making eye contact Working at child's level
Communicate positively with childrenwill vary according to the age of the child - **for babies and infants** **Some examples are**:	Worker responds to non-verbal cues and decides whether a response is required Initiation or reflection of babbling and cooing Responds to crying in ways that meets the babies/infants need **For toddlers** Responds to verbal and non-verbal communication of the toddler Spend sufficient time to respond to child's comments **For 3 to 5 year olds** Conversations during routines and experiences **For 6 to 12 year olds** Interactions are more reciprocal Communication focuses on events that are important Interactions are often informal in nature

Apply limits to behaviourwill vary according to the age of the child: **Some examples are**:	Saying no Remove child from problem/trouble Distract to another activity **For toddlers**: Patiently respond, provide a consistent message **For 3 to 5 year olds**: Communicate the guidelines of the service clearly **For 6 to 12 year olds** Will involve discussions with children e.g. About the reason the guideline is required
Service policies on response to behaviour may include:	Accurate documentation of incident Report incidents to colleagues and more senior workers
Limits and guidelines may cover:	Out of bounds areas Expectations about behaviour with other children/adults Procedures for health and safety
Key words of meaning may include:	Phrases and jargon the child uses Namings used by the family Language specific to an area of the child's interests e.g. Basketball
Non-verbal communication may include:	Working at child's level Proximity to child Eye contact/no eye contact Hugs and touch, as appropriate

Appropriateness of non-verbal communication may include:	Culturally appropriate
	Age appropriate
	Style of communication e.g. Formal - informal

| **Worker's communication of care and respect in their interactions may be through**: | Tone of voice |
| | Style of interaction |

Styles of interaction may include:	Noisy or quiet
	Rougher or gentler
	Verbal or physical

Style of interaction will vary according to:	Child's age
	Developmental stage
	Child's needs
	Child's abilities
	Child's personality

Positive behaviour may be promoted by:	Verbal comments and attention
	Physical contact e.g. hug
	Providing physical and psychological space
	Opportunities that suit the child's preferences
	Opportunities to redirect energy are created
	Acknowledgment and encouragement

Limits and guidelines may cover:	Out of bounds areas
	Expectations about behaviour with other children/adults
	Procedures for health and safety

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Methods to promote positive behaviour will vary according to the age of the child

Some examples are:

For babies, **infants and toddlers**:

Smiles

Attention

Distraction

For 3 to 5 year olds:

Choice of favourite activity

Praise, encouragement

Anticipating trouble and redirecting or distracting child

For 6 to 12 year olds:

Non-verbal communication appropriate to age and peer group

Talking about feelings

Modelling

For some developmentally delayed children these may be used in addition:

Tangible rewards

Charts

Positive and realistic expectations of children's behaviour will be demonstrated differently according to the age of the child

Some examples are:

For babies and infants:

Smiling

Clapping verbal and non-verbal approval

For toddlers:

Modelling

Repetition of guidance's for appropriate behaviour e.g. 'we walk inside'

Talking about appropriate behaviour

For 3 to 5 year olds:

Reasons for guidelines are explained

Or 6 to 12 years old:

Children will be involved in the establishing of guidelines

Guidelines are communicated to:	Children, especially those new to the service
	Parents
	Potential users of the service
	Relief or other staff

The application of guidelines and limits will vary according to the age of the child:	**For babies and infants**:
	Saying 'no' is reserved for situations where safety is a concern
	Remove child from problem/trouble
	Distract to another activity
	For toddlers:
	Patiently respond, provide a consistent message
	Acknowledge feelings
	Provide appropriate activities to release feelings
	Reason for limit is explained in simple terms to child
	For 3 to 5 year olds:
	Provide a consistent message
	Acknowledge feelings
	Provide appropriate activities to release feelings
	For 6 to 12 year olds:
	Children are involved in the establishment of guidelines
	Written guidelines can be given to children
	Periodically reviewing guidelines

Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:	Family crisis
	Family stress and problems
	Major changes in the child's profile

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Other circumstances which may influence the workers response include:	Location of incident
	Risk to child or others
	Other potential or actual consequences
Serious incidents may be reported according to the service's guidelines to:	Parent/s of the child
	Parent/s of other children affected
	Co workers
	Management/supervisor
Service policy and procedures on response to serious incidents or behaviour may include:	Accurate documentation
	Report incidents to colleagues and more senior workers
Consult childrenmay relate to all their interests including:	Food
	Discipline policies
	Activities
	Programming
	Behaviour
	Parents
	Staff
Communication that may be used to consult and collaborate with children include:	Verbal and written and non-verbal
	In a group or individual discussions
	On regular basis and spontaneous
	Surveys/ evaluations
	Requests, chatting
	Discussions, meetings
	Suggestion boxes
	Anecdotal
	Listening to informal conversations

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Encourage children to consider new ideas and interestsmay include:	Encouraging children to consult with each other
	New and stimulating material is presented to children
	Children's ideas are shared with others in a group situation

Resources that are limited may include:	Physical environment
	Equipment
	Time available
	Staff numbers
	Budget
	Space

Safety factors and legal requirements may include:	Staff ratios
	Behavioural or medical problems
	Duty of care responsibilities
	'Sunsafe' policy
	Staff ratio for excursions
	High risk activities
	Weather
	Location of activity

Unit Sector(s)