



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCDFV408C Provide support to children affected by domestic and family violence**

**Release: 1**

## **CHCDFV408C Provide support to children affected by domestic and family violence**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to provide support and information to children and young people living in a home where domestic and family violence occurs. It requires an awareness of the potential effects of domestic and family violence on behaviour and development and an ability to engender confidence.

### **Application of the Unit**

#### **Application**

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence.

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## 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.

## Elements and Performance Criteria

### ELEMENT

1. Establish confidence and rapport with children

### PERFORMANCE CRITERIA

- 1.1 Use appropriate *interpersonal skills* to establish rapport and develop a trusting relationship with the child/young person and to encourage children and young people to communicate their feelings, experiences and fear
- 1.2 In all dealings with children, demonstrate sensitivity to cultural, family, individual differences and any *specific needs*
- 1.3 Conduct interactions with children/young people in a *welcoming environment and atmosphere* that could be considered safe by children/young people
- 1.4 Make children and/or young people aware of their *rights* including service and support options (as appropriate to their age and developmental level)
- 1.5 In all dealings with children/young people, apply *organisation standards and procedures* and comply with *legislative and statutory requirements*

**ELEMENT****PERFORMANCE CRITERIA**

## 2. Explore issues and develop plans

- 2.1 Employ appropriate interpersonal skills to ensure the *needs of children/young people* are accurately identified
- 2.2 Analyse and immediately respond to any indications of *risk* or threats to safety according to organisation standards and procedures and legislative and statutory requirements
- 2.3 Identify own limitations in assessing and addressing the child/young person's needs and, where appropriate, seek assistance from *appropriate persons*
- 2.4 Ensure all relevant information is collected and assessed for complexity, urgency and safety, to identify priorities for service delivery
- 2.5 Carry out appropriate assessments to ensure the child/young person is provided with the best range of age-appropriate services and/or referrals
- 2.6 Provide care-givers with culturally and linguistically appropriate information on domestic violence and parenting

## 3. Provide support, advocacy and information

- 3.1 Ensure strategies for addressing the child/young person's needs account for their age and developmental level and their physical and emotional safety
- 3.2 Provide services and referrals to support key relationships for the child/young person and put in place mechanisms to ensure that appropriate parenting is supported
- 3.3 Provide support services and information to the family to address issues of domestic violence and the effect it has on children/young people where appropriate
- 3.4 Develop support plans with each child/young person which take into account their needs or wishes, and, where appropriate, the wishes of their care-giver
- 3.5 Provide short term *follow up* to the child/young person to help maintain their safety and to address any further needs
- 3.6 Where appropriate, advocate for the child/young person's needs and rights to safety in interactions with the care-giver
- 3.7 Undertake record-keeping and reporting in accordance with organisation standards and procedures and legislative and statutory requirements

## Required Skills and Knowledge

### 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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the effects of witnessing/experiencing domestic violence on children and young people including the effects on their overall development
- Understanding of recognising the links between domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
- Understanding of legal obligations, and legislative requirements particularly in relation to child protection
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of services available for children/young people and their families that they can access within the community
- Understanding of the factors related to domestic violence victimisation which impact upon the care-giver's ability to parent effectively
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of provisions relevant to area of service delivery and delegated responsibility
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on children/young people
- Knowledge of age and developmentally appropriate resources and strategies
- Knowledge of age, development and language levels of children

#### *Essential skills:*

## REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge to provide support to children affected by domestic violence to obtain relevant client information and respond appropriately, in particular, to:
  - establish trust and confidence with children/young people through age and developmentally appropriate interpersonal styles and methods
  - provide a welcoming and safe environment for children/young people using age and developmentally appropriate resources
  - assist children/young people and their care-givers to make informed choices by providing them with age and developmentally appropriate information
  - identify and assess children/young people's needs and develop strategies to address them considering their physical and emotional safety and the wishes of their care-giver/parent, if appropriate
  - access and utilise age and developmentally appropriate communication resources (e.g. toys, puppets, drawings)
  - ensure that any further needs of children/young people are met by providing appropriate follow up actions
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - responding sensitively to disclosures/ability to maintain confidentiality within parameters of legislation and organisation's procedures when working with children/young people affected by domestic violence
  - assessment for a broad range of unpredictable problems involving analysis, assessment and evaluation - for example, identifying varying levels of risk to a child/young person's safety
  - problem solving for a defined range of predictable problems, for example when child/young person's needs are identified as lying outside a worker's particular professional role the worker should be able to provide current information about appropriate services
  - collaboration between worker and child/young person, and between services and workers across occupational groups
  - basic age and developmentally appropriate facilitation, such as questioning and active listening (paraphrasing, clarifying, summarising, story telling) techniques, including non-judgemental and empathic approaches
  - age and developmentally appropriate literacy and communication for presentation of information to children/young people

## REQUIRED SKILLS AND KNOWLEDGE

### Evidence Guide

#### 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 will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

## EVIDENCE GUIDE

- 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 delivered and 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:
    - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
  - Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace, unless child specific resources are not available
  - Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  - Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised



## EVIDENCE GUIDE

### *Method of assessment:*

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in supporting children and young people affected by domestic violence
  - assessment must be in the workplace, however, where there is not an 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
  - observation of processes and procedures, oral and/or written questions 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
  - review of any documentation produced by the candidate related to supporting children and young people affected by domestic violence

## EVIDENCE GUIDE

### *Related units:*

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCCHILD404A Support the rights and safety of children and young people
- CHCAD401D Advocate for clients
- CHCCS412D Deliver and develop client service
- CHCCM402D Establish and monitor a case plan

## 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.

## RANGE STATEMENT

*Interpersonal skills may include:*

- Age and developmentally appropriate communication techniques
- Storytelling
- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower the client/young person
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Validating child or young persons emotions
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- Maintaining confidentiality
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Active listening

*Specific needs relating to children/young people, may include, but are not limited to those:*

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Where English is not their preferred or main language
- Who live in a remote or rural location
- Whose parents are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who are in substitute care, including alternative care and residential care
- Children with special needs (e.g. who have been abused, who have learning difficulties etc.)

## RANGE STATEMENT

*A welcoming environment and atmosphere would include:*

- Appropriate space - child friendly
- Toys, puppets, books and resources appropriate to various ages and which are culturally appropriate
- Resources for care-giver and other family members where relevant
- Where worker is able to 'control' the environment - a separate child specific and friendly space

*Rights of a child or young person may include:*

- Rights as described in the United Nations Declaration on the Rights of the Child
- Rights under common law
- Rights under the Constitution
- Rights under legislation (e.g. freedom of information legislation)
- Guidelines relating to parameters of confidentiality/client consent

*Organisation standards and procedures may include those relating to:*

- Child protection protocols and procedures
- Child/young person and worker safety
- Collection and storage of information
- Interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of child/young person to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to confidentiality/client consent
- Occupational health and safety
- Debriefing and supervision

## RANGE STATEMENT

*Legislative and statutory requirements may include:*

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation, other legislation specific to children and young people)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation

*Needs of children/young people should be distinguishable to those of other family members and may include:*

- Safety and physical and emotional security
- Accommodation
- Access to services/information
- Counselling
- Ongoing assessment
- Referrals to specialist services
- Referrals to community support and/or education groups
- Information provided to care-givers, such as parenting information
- Safety plans including protective behaviour techniques

## RANGE STATEMENT

*Risk may refer to client, client's family and/or worker and be indicated by the following:*

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of care-givers current ability to protect child/young person from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Child/young person being denied access to required medications
- Existing or previous orders relating to domestic violence (e.g. apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Being denied access to resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

## RANGE STATEMENT

### *Appropriate persons include:*

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
- Government representatives and service providers
- Specialist support services
- Family members, friends, care-givers
- Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses, women's networks and refuges, professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies
- Child protection workers, children's service workers or any worker specialising in working with children

### *Methods to collect information may include for instance:*

- Interviews with child/young person, their family, significant others and carers
- Applications and other forms such as questionnaires
- Case documentation
- Using specialist communicators
- Classification tools
- Information from professionals including medical reports and psychological and developmental assessment
- Information from service providers including child protection authorities
- Use of specific child appropriate tools, e.g. puppets, sand-play, toys, drawing, and storytelling

## RANGE STATEMENT

*Follow up of children and/or young people should be conducted in their environment and may include a range of the following:*

- Checks with referred agencies to ensure that they appropriately met child/young person's needs
- Contacts the child/young person via telephone, face-to-face interview
- With a qualified and appropriate interpreter if needed, or other specialist assistance

*Legislative and statutory requirements may include:*

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, racial discrimination act, and anti-vilification legislation, child protection, legal practice legislation)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of Information legislation

## Unit Sector(s)

Not Applicable