



Australian Government

Assessment Requirements for CHCECE006 Support behaviour of children and young people

Release: 1

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Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated issues to a supervisor and negotiated solutions in a clear and appropriate manner at least twice
- guided behaviour using positive support techniques with at least two children and/or young people
- discussed behaviours of children and/or young people to plan and problem-solve in collaboration with others
- recorded observations and identified behaviours requiring support of children and/or young people using a range of methods
- used judgement to determine when to involve other staff for supported intervention.

Knowledge Evidence

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 work role. These include knowledge of:

- definitions of and differences between disruptive behaviour and behaviours of concern
- how learning difficulties or mental health issues may affect behaviour
- impacts of environment and culture on behaviour of children and/or young people
- communicative function of behaviour and positive support strategies to redirect behaviour and defuse situations
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>