CHCECE006 Support behaviour of children and young people

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Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: "Skills must be assessed in the workplace." No change. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge to apply strategies to guide responsible behaviour of children and young people in a safe and supportive environment.

The unit applies to workers in a range of community service contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Contribute to a safe and	1.1 Use safe, supportive and equitable practices appropriate

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supportive environment	to the development stage and needs of the child and/or young person
	1.2 Recognise any developmental challenges or mental health issues of child or young person that may have potential impacts on behaviour
	1.3 Identify contributing environmental factors
2. Use positive support techniques	2.1 Establish expectations for behaviour in consultation with supervisor and in line with work role
	2.2 Provide instructions in a manner appropriate to the child or young person's needs and context of the work environment and activity
	2.3 Use positive reinforcement and clear verbal and non-verbal communication strategies to acknowledge responsible behaviour
	2.4 Employ appropriate strategies to redirect behaviour and defuse situations
3. Observe and collect data to assist with development of appropriate strategies for support	3.1 Collect data and record observations as a basis for gaining understanding of the child/young person's behaviour
	3.2 Use data to demonstrate the frequency, intensity and duration of behaviours requiring support
4. Implement strategies to support children or young people who require additional support	4.1 Implement strategies to support child or young person with guidance from supervisor or as designed by a specialist
	4.2 Identify areas of concern for discussion with supervisor
	4.3 Contribute effectively to implementation of personalised support plans
5. Monitor and review strategies	5.1 Monitor new strategies and record responses of child or young person in accordance with organisational policy and procedures

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	5.2 Adapt levels of support required and provided, based on need and response of child or young person, after consultation with supervisor
	5.3 Document observations and offer feedback to supervisor as additional support

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53