



Australian Government

CHCECE020 Establish and implement plans for developing cooperative behaviour

Release: 2

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Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment</p>

Application

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.

This unit applies to educators working in a range of education and care services.

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. Establish and apply limits and guidelines for behaviour

1.1 Initiate strategies, which are consistent with children's abilities, to support them to manage their own behaviour

1.2 Establish guidelines in consultation with families that are relevant to the culture and background of the children and policies of the service

1.3 Develop guidelines in collaboration with children according to their ability to do so

1.4 Decide how to respond to incidents in a timely manner and implement response clearly, consistently and calmly

2. Identify and review behaviour as required

2.1 Gather information from all those involved in caring for the children

2.2 Reflect on the wide range of variables that can impact on behaviour

2.3 Observe and analyse behaviour to identify triggers or consequences which are maintaining the behaviour

2.4 Scan environment and curriculum for possible influences on behaviour

2.5 Facilitate an analysis of children's behaviour with all involved in caring for the children

2.6 Seek advice from appropriate authorities as required

2.7 Discuss incidents causing concern with families and colleagues as appropriate

2.8 Include families and colleagues in discussion about

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options for response

2.9 Discuss needs and concerns of other children who may be affected by the behaviour

3. Develop a plan to guide a particular child's behaviour where required

3.1 Identify long-term and short-term objectives in the plan

3.2 Clearly identify more acceptable alternative behaviours

3.3 Develop the plan in accordance with the service philosophy and policies

3.4 Develop goals of the plan consistent with child's abilities, age and developmental stage

3.5 Ensure that the plan is realistic and that resources are available

3.6 Establish plan in consultation with colleagues, family members and others who may be caring for the child

3.7 Ensure plan considers relevant cultural practices for responding to behaviour

3.8 Liaise with appropriate authorities and referral bodies as necessary

4. Implement and monitor behaviour plan

4.1 Support the child to understand specific expectations for behaviour

4.2 Inform all those involved in implementing and reinforcing the plan of its rationale, limits and strategies

4.3 Minimise as far as possible, factors that may lead to or maintain inappropriate behaviour

4.4 Support colleagues to implement the plan effectively and consistently

4.5 Review child's behaviour against the plan and modify where necessary in consultation with colleagues, family members and others caring for the child

Foundation Skills

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

- *Oral communication* – in order to facilitate a range of collaborative discussions with children, families and other educators.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

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