CHCPRT013 Support the progress and development of young people

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards 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. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to support the development of young people, and to support responsibility for behaviour management and change.

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies.

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. Maintain supportive contact with young people	1.1 Conduct interactions with young people in a fair, just, humane and positive manner
	1.2 Use communication strategies with individuals for effective interaction and problem-solving, considering cultural

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	sensitivities and adapting style and language to accommodate different cultural values and practices
	1.3 Identify potential causes of conflict and use a range of appropriate and effective defusing responses
	1.4 Use negotiation techniques to divert and minimise aggressive behaviour
	1.5 Examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes
2. Monitor needs, risks and progress of young people	2.1 Use formal and informal methods to observe, monitor and gather information about individual and group behaviour
	2.2 Assess behaviour for potential conflict and use a range of preventative and defusing strategies
	2.3 Investigate behaviour and interactions in a fair, objective and consistent manner
	2.4 Check information received from others for accuracy and determine the response which is consistent with the issues and their seriousness
	2.5 Make decisions on actions that are consistent with all available evidence and organisation practice/procedures
	2.6 Seek specialist advice and make referrals where required
3. Provide positive opportunities for behaviour change	3.1 Encourage and assist young people to maintain contact with family, friends and support according to services and resources available
	3.2 Assist contacts between young people and networks in the community according to organisation procedures
	3.3 Refer young people and family to community services and suitable specialists according to the nature and urgency of needs
	3.4 Make contact with family and friends/supporters in accordance with young person's interests, and organisation practice

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	3.5 Assist young people to develop and maintain positive attitudes and appropriate relationships with staff, services, agencies and with personal supporters
	3.6 Encourage young people to manage themselves and their development and relationships confidently and productively
4. Assist young people to manage risks	4.1 Challenge unacceptable behaviour and clearly outline options and opportunities to change with positive encouragement
	4.2 Confirm the implications of risk-taking behaviour clearly, calmly and objectively
	4.3 Use restraining techniques only according to organisation's policies and procedures and discontinue as soon as procedures specify.
	4.4 Provide reports of incidents arising from risk-taking and unacceptable behaviour that are accurate, clear and comply with procedures
	4.5 Report on the appropriateness and effectiveness of the use of behaviour management strategies clearly and accurately in review and debriefing
	4.6 Select strategies and responses for their potential to provide role models and examples of confident, assertive behaviour
	4.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures
	4.8 Use opportunities to acknowledge and reward positive progress in behaviour and relationships

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 negotiate and defuse potentially critical situations.
- Writing – in order to produce analytical reports in line with workplace policies and procedures.

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

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