



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS315B Support students with additional needs in the classroom

Release: 1

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Modification History

Unit Descriptor

This unit describes the knowledge and skills required by a teacher aide to support students with additional needs in classrooms where there are students with a mix of abilities and needs
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Application of the Unit

The application of this unit will depend on the work roles and responsibilities and requirements of the work environment
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Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills
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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.
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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Work with others to support students with additional needs	<ul style="list-style-type: none">1.1 Demonstrate understanding of own role and responsibilities in relation to students and a range of additional needs1.2 Identify roles and responsibilities of others involved1.3 Cooperate with others in support of students1.4 Share information with others to facilitate student support and does this in accordance with relevant procedures, guidelines and protocols
2 Support individual students with additional needs	<ul style="list-style-type: none">2.1 Show respect, empathy, acceptance for individual differences in dealings with students2.2 Encourage students in ways which promote their positive self concept and esteem2.3 Use language, equipment, materials and strategies suited to the student2.4 Apply simple task analysis as necessary to assist students with additional needs2.5 Identify the role, purposes and content of individual education programs to address additional needs2.6 Follow individual education programs planned by teachers for particular students, and recommend amendments as appropriate
3 Assist with classroom programs to support students with additional needs	<ul style="list-style-type: none">3.1 Use knowledge of classroom strategies and programs used to support students with additional needs3.2 Identify and follow classroom strategies and programs used to support particular students3.3 Assist with the modification of general activities to particular needs where necessary3.4 Assist with whole class activities as directed by

teacher

- 3.5 Use behaviour management strategies and techniques appropriate to the students and as directed by teacher and others
- 4 Contribute to learning opportunities
 - 4.1 Identify strategies used by teachers to encourage problem solving by students and support strategies appropriately as required of teacher aide
 - 4.2 Identify strategies used by teachers to assist development of independence and social skills in students and support strategies appropriately as required of teacher aide
 - 4.3 Notice and take opportunities to encourage and support incidental learning by students
 - 4.4 Provide constructive advice and feedback to students
 - 4.5 Where appropriate, provide suggestions to teachers or other members to improve learning opportunities of students

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Basic knowledge and understanding of wide range of additional needs and their implications for students' learning

Individual education programs

Essential skills:

It is critical that the candidate demonstrate the ability to:

Provide support in relation to at least two main areas of additional needs

Undertake proactive approach to assisting students

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills in:

communication

problem solving

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

Assessment should be on the job and/or related to actual workplace evidence

Simulated situations and hypothetical questioning may be used as a supplement to such assessment if this is necessary to enable the trainee/teacher aide to demonstrate all aspects of the competency

In order to establish consistency of performance, evidence should be collected over a period of time, across a range of events

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 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:

appropriate documentation and resources normally used in the workplace

Method of assessment may include:

Observation of work performance

Written tasks

Interview and questioning

Authenticated portfolio/log book

Supporting statement of supervisor/s

Authenticated evidence of relevant work experience and/or formal/informal learning

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.

Additional needs may be due to:

- Learning difficulties
- Physical difficulties
- Intellectual disabilities
- Sensory disabilities
- Language impairment
- Psycho-emotional disorders
- Non-English speaking background
- Giftedness
- Psychiatric disorders
- Other medical conditions
- Cultural background
- Family issues
- Education background
- Socio-cultural disadvantage

Others involved may include:

Class teacher
Support teacher
Speech pathologist
Social worker
Teacher aide medical personnel
Guidance officer
Physiotherapist
Occupational therapist
Carer

Relevant procedures, guidelines and protocols may include:

Confidentiality, right to privacy

Individual education programs may include:

Literacy
Numeracy
Gross and fine motor skills
Life skills
Key work signing
Communication and speech
Individual and class social skills

Classroom strategies and programs may include:

Peer tutoring
Multi-level teaching
Cross curricular teaching
'Buddy' support systems
Small group, 1:1 instructional tutoring
Vertical grouping
Peer modelling

Unit Sector(s)