



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCCHILD301A Support behaviour of children and young people**

**Release: 1**

## **CHCCHILD301A Support behaviour of children and young people**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills for workers to apply strategies to guide responsible behaviour in a safe and supportive environment

### **Application of the Unit**

#### **Application**

This unit applies to a range of community service contexts providing services to children and young people

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## 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.

## Elements and Performance Criteria

### ELEMENT

1. Contribute to a safe, supportive environment

### PERFORMANCE CRITERIA

- 1.1 Identify *characteristics of a supportive environment*
- 1.2 Use *safe, supportive and equitable practices* appropriate to the development stage and needs of the child and/or young person
- 1.3 Identify any disabilities, learning difficulties or mental health issues of child or young person that may have potential *impacts on behaviour*

**ELEMENT****PERFORMANCE CRITERIA**

2. Use *positive support* techniques
  - 2.1 Establish *expectations for behaviour* in consultation with supervisor and in line with organisation expectations
  - 2.2 Provide instructions in a manner appropriate to the child or young person's need and context of the work environment and activity
  - 2.3 Use positive reinforcement to support responsible and appropriate behaviour
  - 2.4 Use age appropriate and clear *non-verbal communication strategies to acknowledge responsible behaviour*
  - 2.5 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 Observe and *collect data* as a basis for functional analysis of when, where and what a child or young person is doing while involved in a task
  - 3.2 Use data to demonstrate the frequency, intensity and duration of problem behaviours
  
4. Implement strategies to support children or young people with additional needs
  - 4.1 Implement *strategies* to support child or young person with guidance from supervisor
  - 4.2 Implement *strategies* designed by a specialist according to directions and in cooperation with supervisor
  - 4.3 Identify *issues of concern* for discussion with supervisor
  - 4.4 Contribute effectively to development of personalised *behaviour support* plans

**ELEMENT****PERFORMANCE CRITERIA**

5. Monitor and review strategies
- 5.1 Closely monitor new strategies and record responses of child or young person in accordance with organisation's policy and procedures
  - 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 Confirm the parameters of *additional needs* through discussion with supervisor
  - 5.4 Identify, document and offer to supervisor opportunities for additional support through observation

## Required Skills and Knowledge

### 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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Demonstrate an understanding of a safe, supportive environment
- Factors that may affect behaviour of children and/or young people
- Child development and needs of the age group
- Potential impacts of disabilities, learning difficulties and mental health issues on behaviour of children and/or young people
- Potential impacts of illness on behaviour of children and/or young people
- Communicative function of behaviour
- Impacts of environment and culture on behaviour of children and/or young people
- Definitions of and differences between disruptive and challenging behaviour
- Whole of organisation behaviour support plan
- Level of responsibilities of the work role

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Use appropriate supportive behaviour techniques, in cooperation with staff and others
- Communicate to give clear directions, communicate issues, negotiate solutions use body language and tone of voice to best effect
- Maintain equilibrium in the management of inappropriate behaviour
- Use teamwork to confer with and be guided by staff and other relevant personnel
- Make accurate observation and recording of interactions of children and/or young people
- Use judgement to determine when to involve other staff for supported intervention

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

## REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - data collection
  - cooperative problem-solving and planning

## Evidence Guide

### 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
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

## EVIDENCE GUIDE

- 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
  - Assessment requires access to a range of opportunities defined in Range Statement, including:
    - relevant policy, protocols and procedures
    - educational materials
    - access to the organisation behaviour support plan
    - organisation policies and procedures for behaviour support
    - access to copies of documentation compiled by the candidate (evidence submitted for assessment must respect the privacy of children and young people, students, parents and other staff)



## 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.

*Opportunities to listen to language may include:*

- Rhymes, poems, stories
- Language games
- Music
- Dramatic play
- Film, video, television
- Everyday conversations
- Discussions
- Transactions
  - greetings
  - shopping
  - directions
  - instructions

*Behaviour support may be based on models such as:*

- Glasser/choice model
- Applied behavioural analysis
- Limit setting/Canter and Canter
- Humanism
- Cognitive behaviour model
- Systems theory model
- Neo-Adlerian model
- Positive behaviour intervention support and work of George Sugai and Tim Lewis

## RANGE STATEMENT

*Characteristics of a supportive environment include:*

- Ergonomically appropriate furniture and fittings
- Accessible
- Designed to stimulate learning but to eliminate stimuli that may precipitate behaviour problems
- Caters for a variety of levels of activity, experiences and/or learning
- Resources are well maintained and appropriately stored in accordance with health and safety guidelines
- Pleasant atmosphere is the norm
- Respect is shown to all
- Individuals are valued
- Inclusiveness is practised

*Safe, supportive and equitable practices may include:*

- Use of verbal and non-verbal positive reinforcement
- Differentiation of individual needs
- Individual learning styles are catered for
- Shared decision-making
- Inclusive language, attitudes and activities
- Provision of equal opportunities for participation
- Positive behaviour support:
  - A comprehensive set of strategies meant to redesign environments in such a way that problem behaviours are prevented or inconsequential, and to teach new skills, making problem behaviours unnecessary

## RANGE STATEMENT

*Potential impacts on behaviour of disability may include:*

- Short concentration span leading to disruptive behaviour
- Lack of reaction to stimuli
- Control of bodily functions may not be developed
- Unduly violent reactions to certain stimuli
- Tiredness due to extra effort needed to participate may precipitate outbursts
- Frustration caused by
  - restricted or limited capacity for sensory intake
  - delayed cognitive development
  - limited communication skills
  - limited social skills

*Positive support for children and/or young people may include:*

- Demonstrating respect for cultural and religious beliefs of child or young person
- Structuring supportive socialisation activities
- Building self-esteem and confidence of child or young person by providing positive reinforcement, responses and encouragement
- Assisting children and/or young people to develop problem solving skills
- Modelling positive attitudes to learning
- Modelling positive attitudes to others
- Providing opportunities for extended learning or experiences
- Provision of adaptive technologies where required
- Use of child's or young person's first language as appropriate
- Use of supportive, equitable behaviour modification techniques according to organisation policy and procedures and within parameters of the job role

## RANGE STATEMENT

*Expectations for behaviour may include:*

- Behaviour inside and outside e.g. walk on the cement, sit while you eat, take turns to speak, listen to instructions, keep your hands to yourself, etc.
- Group rules developed with children and/or young people
- Using equipment and resources with respect
- Providing assistance to others
- Showing respect for others and other opinions
- Specific expectations for certain situations

*Non-verbal communication strategies to acknowledge appropriate behaviour may include:*

- Macro:
  - hand gestures
  - clap
  - touch on the shoulder
- Micro:
  - smile
  - nod

*Strategies to redirect behaviour and defuse situations may include:*

- Use a quiet, even tone of voice
- Lowering the volume and pitch of the voice
- Calm repetition of instructions/directions
- Establish eye contact
- Providing verbal assistance to clarify misunderstandings
- Repositioning students/ resources/materials
- Encouraging students to problem-solve
- Diversionary techniques
- Removal of stimuli
- Physical restraint if the safety of any student is at risk

## RANGE STATEMENT

*Collect data may include:*

- Anecdotal notes
- Diary entries
- Recording specific indicators determined with the supervisor
- Using formats provided by the supervisor
- Checklists
- Charts
- Observation notes
- Observation of child's and/or young person's interactions with a range of other people
- Asking other workers involved with child or young person
- Consulting resource staff or others with relevant expertise
- Consulting parents and other family members
- Talking to other children and/or young people in the service if appropriate

*Additional needs may include needs due to any of the following:*

- Learning
- Personality
- Mood
- Disability
- Behavioural or psychological disorders
- Family circumstances and needs
- Cultural differences from the culture of his/her peers
- Communication difficulties
- Risk of not achieving identified outcomes
- Unknown diagnosis

## RANGE STATEMENT

- Strategies to be implemented may be:*
- Define goals and how these will be achieved
  - Align with the whole of organisation behaviour support plan
  - Be guided by supervisor in consultation with child/young person specialists, workers and parents as appropriate
  - Be tailored to the needs of individuals and the group
  - Encourage children and/or young people to learn new skills
  - Ensure the safety of all children and young people
  - Be consistently implemented across the organisation
- Issues of concern may include:*
- Unexpected changes in responses of child or young person
  - Symptoms of distress or illness
  - Incidents not addressed by planned strategies
  - Lack of progress
- Levels of support required may vary between:*
- Acknowledgement
  - Encouragement
  - Scaffolding
  - Redirection
  - Intervention

## Unit Sector(s)

Not Applicable