Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS330B Support learning for students with disabilities in a classroom environment

Release: 1

CHCEDS330B Support learning for students with disabilities in a classroom environment

Modification History

Not applicable.

Unit Descriptor

Descriptor	This unit is intended to provide an introduction to working with students that have a recognised disability

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

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	PERFORMANCE CRITERIA
1. Apply understanding of the delivery of services for students with disabilities	1.1 Apply understanding of the *key issues* facing students with disabilities and their carers 1.2 Apply the context of *policy*, *regulatory*, *and legal requirements* to working with students with a disability 1.3 Demonstrate a commitment to *access and equity* principles 1.4 Consider personal values and attitudes regarding disability when working with students 1.5 Apply understanding of the *effects that specific disabilities may have* on student learning
2. Support the rights, interests and needs of students with disabilities as part of the education team	2.1 Apply understanding of *strategies* that assist students with disabilities to exercise their *rights* and independence 2.2 Acknowledge and accommodate *different student requirements* in the team approach 2.3 Gather and record data as directed by the teacher 2.4 Identify and apply the support *requirements of individual students*

ELEMENT	PERFORMANCE CRITERIA
3. *Respond to situations of risk* or potential risk to students with disabilities	3.1 Report situations which may pose a health or safety issue to students or staff according to organisation procedures 3.2 *Respond to situations of immediate risk* using predetermined strategies where available and report to *appropriate personnel* 3.3 Report uncharacteristic or *behaviours of concern* to teachers or other team members as needed 3.4 Take appropriate steps, if required, to maintain personal safety of self and others

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:

- Awareness and understanding of consent and strategies used to determine ability to consent
- Awareness of discriminatory actions
- Common risks to safety
- Developmental and acquired disabilities
- Different student requirements according to different disabilities
- Holistic and individual-centred care
- Principles and practice s of confidentiality
- Principles of access and equity
- Principles of empowerment/disempowerment in relation to students with disabilities
- Role of advocacy bodies
- Student needs and rights including duty of care

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Apply understanding of the rights of students with disabilities and the responsibilities of the education team
- Be aware of the impact of own attitudes on working with students with disabilities
- Demonstrate understanding of stereotypes that may exist about people with disabilities
- Demonstrate understanding of the different responsibilities of teaching staff and education support workers working with students with disabilities

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Essential skills: (*cont'd*)
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:

- Adapt the environment to the needs of the students
- Communicate effectively with students, teachers, parents/carers
- Demonstrate empathy and sensitivity to diversity
- Evaluate risk situations
- Identify problems and choose effective solutions
- Interpret information from written and/or verbal directions
- Manage time
- Read and understand reference material
- Use a flexible approach to learning and teaching situations
- Use technology to support student learning

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 the Range Statement, including:
	• appropriate workplace where assessment can take place
	• simulation of realistic workplace environment for assessment
	• relevant school/centre policy, protocols and procedures
	• educational materials

Community Services and Health Industry Skills Council

EVIDENCE GUIDE

Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
	• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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.

Key issues include:	• Access to services for students with impairments and their carers
	• Family and carer issues
	• Grief and loss
	• Meeting individual needs and personal goals of students with impairments

    Community Services and Health Industry Skills Council

RANGE STATEMENT

Policy regulatory, and legal requirements may include:	• Access and equity policies of the organisation • Anti-discrimination legislation • Disability service standards • Disability services legislation • Education legislation • Equal employment opportunity principles • Guardianship requirements • Individual rights • Medication regulations and organisation policies • Privacy legislation • Workplace health and safety legislation
Different student requirements may be identified from, for example:	• Education adjustment program profile • Negotiated education plan
Context includes:	• Changing social context of work, e.g. individual centred approach, changing societal views, approaches to working with students with disabilities • Economic context, e.g. the current economic situation as it relates to and affects students with impairments and the subsequent impact on their needs • Facts/myths about impairments • Historical context of work, e.g. changing attitudes • Political context, e.g. government policies and initiatives • Relevant statutory framework
Assess and equity includes:	• A non-discriminatory approach to all students, their families and friends, the general public and co-workers • A student oriented culture • Ensuring the work undertaken caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

RANGE STATEMENT

Effects of disability on student learning may include:

- Absence from school related to the disability
- Dependence on specific learning style may become more pronounced
- Fatigue associated with the disability may impact on learning
- Gaps in experiences brought about by the disability
- Progression through stages may be slower
- Student may experience a lowered ceiling to the complexity of concepts learned
- Student may experience reduced learning without access to special equipment or methods
- Student may have impaired capacity for sensory intake and perception
- Student may take longer to learn
- Students may experience plateaux in learning

RANGE STATEMENT

Strategies to support students with disabilities may include:

- Acting as a point of contact from parents
- Assisting with withdrawal activities as directed by the teacher
- Assisting with daily classroom based learning activities including listening to students read, assisting with maths and other tasks as guided by the teacher
- Assisting with practical activities such as art, music, sewing, cooking and sport
- Building the student's self-esteem and confidence by providing positive responses and encouraging risk-taking in activities that assist with development
- Controlling the input of new information to avoid overwhelming the student
- Demonstrating respect for the student
- Feeding and assisting students with personal hygiene
- Identifying the knowledge, skills, interest and experiences of the student
- Providing minimal and least intrusive cues to assist the student perform tasks and manage their own behaviour
- Providing opportunities for students to practice new skills
- Providing supportive socialisation activities
- Toileting and positioning students with physical disabilities
- Using non-verbal signals and gestures to help communicative competence

Rights include:

- Assess to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Friendship
- Privacy
- The right to learn
- To be treated in a dignified, safe and comfortable manner
- To express their own feelings

RANGE STATEMENT

Accommodating student requirements may include:	• Applying alternative strategies • Catering for different learning styles • Giving more time to learn • Providing adjustments to curriculum, communication, learning environment and access etc that are necessary for the student to participate meaningfully in curriculum and school activities • Providing age-appropriate activities • Providing experiences and language development as a base for learning • Providing learning experiences based on the student's existing cognitive framework • Working with parents and other professionals to provide a supportive environment

Education adjustment program profile refers to:	• A process used to demonstrate the types of adjustments to:
	  • communication
	  • curriculum
	  • health and personal care
	  • learning environment/access
	  • safety
	  • social participation/emotional well being
	
	that are being provided for students with impairments to learn, participate and progress towards planned outcomes in relation to his/her same age peers
	
	• Rather than focusing on the students' disabilities, this process focuses on the adjustments that need to be made at school to facilitate the student's presence, participation, access and achievement of education outcomes

Respond to situations of risk in the context of the education support role may include:	• Identifying risks and appropriate strategies to deal with risks as part of the education team • Implementing strategies for preventing abuse of students with disabilities • Providing information on risks or potential risks • Risk minimisation

RANGE STATEMENT

Appropriate personnel include:	• Administrators • Colleagues • Head of department • Principals • Teachers • Visiting health workers and /or therapists
Behaviours of concern may include:	• Behaviour that endangers the health or well being of others • Behaviour that interferes with learning that the student could reasonably be expected to control • Behaviour that places self or others at risk

Unit Sector(s)

Not Applicable