



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS413A Support students with learning difficulties and learning disabilities

Release: 1

CHCEDS413A Support students with learning difficulties and learning disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for education support workers to provide support to students who have a range of learning difficulties and/or learning disabilities

Application of the Unit

Application

This unit applies to education support work in a variety of education contexts, working with guidance and direction from the teacher/s. Education support workers will apply knowledge of appropriate educational responses as part of a team supporting students with learning difficulties and learning disabilities

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

- | | |
|---|---|
| <p>1. Identify problems experienced by students with learning difficulties and learning disabilities</p> | <p>1.1 Explain the difference between <i>learning difficulties and learning disabilities</i></p> <p>1.2 Identify <i>learning difficulties associated with literacy</i></p> <p>1.3 Identify <i>learning difficulties associated with numeracy</i></p> <p>1.4 Identify <i>learning difficulties associated with learning how to learn</i></p> <p>1.5 Identify <i>learning difficulties associated with attention deficit hyperactivity disorder</i></p> <p>1.6 Identify <i>learning difficulties associated with conditions affecting processing visual information</i></p> |
| <p>2. Contribute to team planning for students with learning difficulties in a supportive education environment</p> | <p>2.1 Provide observations to the <i>education team</i> to inform the process for planning for students with learning difficulties</p> <p>2.2 Develop <i>expectations for students</i> with the education team</p> <p>2.3 Plan <i>strategies</i> to increase student access to learning with the education team</p> <p>2.4 Identify and assemble required <i>resources</i></p> |

ELEMENT**PERFORMANCE CRITERIA**

3. Provide support to students with learning difficulties

3.1 Use *assistive technologies* where appropriate

3.2 Use planned strategies to meet the needs of individual students

3.3 Provide students with regular opportunities for practising new skills

3.4 Monitor student progress and inform teachers on a regular basis

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:

- Diversity
- Roles and responsibilities of the teacher/s and the education support worker
- Effects of learning difficulties and learning disabilities
- Relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support and anti-discrimination
- Language, literacy and numeracy support strategies appropriate to the phase of learning
- Support appropriate to a range of learning situations for students with learning difficulties or learning disabilities

Essential skills:

It is critical that the candidate demonstrate the ability to

- Contribute to the education team and participants in planning for students with learning difficulties and/or disabilities

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 the identified work role

These include the ability to:

- Communicate using a range of verbal and non-verbal, written and technological techniques
- Use inclusive language
- Maintain confidentiality
- Work as part of a team
- Practise self management
- Use problem solving strategies

REQUIRED SKILLS AND KNOWLEDGE

- Set up and use adaptive technologies required by students
- Adapt education resources to meet the needs of students with learning difficulties

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

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

EVIDENCE GUIDE

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

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.

Learning difficulties and learning disabilities refer to: Barriers that limit some students access to, participation in and outcomes from the curriculum

- Learning difficulties:
 - short-term or persistent problems in one of more of the areas of literacy, numeracy and learning how to learn
- Learning disabilities:
 - learning difficulties with a neurological basis of persistent, long-term problems and high support needs in one of more of the areas of literacy, numeracy and learning how to learn
 - idiosyncratic learning styles that are determined by the nature of a specific disorder that inhibits learning

RANGE STATEMENT

Learning difficulties associated with literacy may include:

- Written language difficulties:
 - expression
 - organisation
 - coherency
 - mechanics
- Reading difficulties:
 - semantic and syntactic cues
 - grapho-phonic cue
 - studying
- Speaking and listening:
 - understanding social contexts

Learning difficulties associated with numeracy may include:

- Working with measurement
- Working with number
- Chance, algebra, patterns and space
- Money

Learning difficulties associated with learning how to learn may include:

- Knowing about learning
- Knowing about themselves as learners

Learning difficulties associated with attention deficit disorder (ADD) and attention deficit and hyperactivity disorder (ADHD) may include:

- Ability to concentrate and retain information be affected by difficulties in:
 - attending to detail
 - sustaining attention
 - organising tasks
 - memory retention
- Behaviours that interfere with learning:
 - amount and level of talking
 - impulsive responses
 - need for planned 'motor breaks'

RANGE STATEMENT

Learning difficulties associated with conditions affecting processing visual information may include:

- Visual closure
- Visual-spatial relationships
- Form discrimination
- Visual discrimination
- Visual memory
- Visual integration
- Visual pursuit and tracking

Education team may include:

- Class teachers
- Education support workers
- Heads of department
- Head of special education services
- Principal
- Specialists

Expectations for students may include:

- Progress and development
- Participating in activities with peers
- Adoption of strategies and techniques to supplement intrinsic abilities
- Effective learning outcomes that fulfil students' potential

Strategies may include:

- Adjustments to activities
- Adjustments to program
- Adaptations to resources
- Use of technologies
- Behaviour modification techniques
- One-on-one support
- Peer support
- Allowing individual time for completion of tasks
- Arrangement of the learning space
- Minimal distractions

RANGE STATEMENT

Resources may include:

- Computers
- Software
- Concrete learning materials
- Adapted learning materials
- Charts and posters
- Lists

Assistive technologies may include:

- Computer hardware
- Software that 'speaks' the words that are typed
- Spelling checkers
- Editing programs
- Spectacles
- Line guides
- Calculators
- Tape recorders

Unit Sector(s)

Not Applicable