



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS506A Assist in implementing education plans for students with disabilities

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to contribute to and implement individual education plans for students with disabilities

Application of the Unit

Application

This unit is intended for education contexts where students with disabilities and consequent special learning needs are enrolled
This unit applies to work 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 individual education plan process

- 1.1 Explain the role of teachers and other professionals in designing the *individual education plan*
- 1.2 Obtain and use information from the teacher and other specialist to develop a clear understanding of student's needs to inform implementation strategies
- 1.3 Analyse *individual education plan goals* and identify *component* parts that impact on the education support work functions
- 1.4 In conjunction with teacher, identify and implement *pedagogical practices that are inclusive for students with a disability*
- 1.5 Contribute to the planning process using previous experience

2. Contribute to the implementation of the individual education plan

- 2.1 Identify, modify and use appropriate facilities, resources, and equipment to meet student needs
- 2.2 Identify and request specialist resources as needed
- 2.3 Discuss specialist resource needs with the teacher so funding can be sought and/or allocated
- 2.4 Consult, as directed by teacher, with student, parent and/or carer as appropriate to identify goals and expectations and use to inform implementation strategies
- 2.5 *Support the needs of the student* using a broad range of strategies suitable to students with a disability

ELEMENT**PERFORMANCE CRITERIA**

3. *Contribute to monitoring and review of individual education plan*

3.1 Record and use observations and interactions with the student to assist the teacher with modifications to the individual education plans

3.2 Identify, document and implement where possible opportunities for additional education support to assist the teacher with modification of individual education plan

3.3 Document student's progress and review with the teacher

4. Maintain *communication* with other members of the team

4.1 Develop and review strategies for ongoing communication with all parties involved in individual education plan

4.2 Identify and use clear communication channels

4.3 Facilitate and evaluate effectiveness of individual education plan with all those involved

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:

- The individual education plan process including development
- The education adjustment plan process
- Policies and procedures relevant to individual education plan
- Inclusive and non discriminatory practice in the education environment
- Communication strategies relevant to age group of the learner
- Individual's disability and how this interacts with their ability to learn
- Philosophy and mission of the education organisation
- Safety and legal requirements of the organisation and education support worker

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Contribute to implementation of individual education plans
- Contribute to ongoing monitoring and evaluation of individual education plans
- Communicate with relevant personnel about teaching/learning issues
- Problem solve
- Work in a team environment with effective consultation strategies

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:

- Demonstrate empathy and cultural sensitivity to:
 - respond to students in a culturally sensitive manner
 - promote cultural diversity and empathise with students
 - manage cross cultural issues and beliefs

REQUIRED SKILLS AND KNOWLEDGE

- Apply literacy ability to:
 - research, collate and collate reference material
 - interpret reference material

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
 - Access to:
 - legislation, regulations, policies and guidelines and organisation values and codes of conduct
 - student/s with a disability
 - teachers and other professionals
 - student records as required
 - a variety of learning resources

EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from workplace environment

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.

Individual education plan is:

- A plan developed to meet the learning needs of individuals with disabilities

Individual education plan goals may include:

- Structure of the individual education plan
- Format of the individual education plan
- Observable and measurable
- Long and short term goals

RANGE STATEMENT

Pedagogical practices that are inclusive for students with a disability include:

- Focus on student learning outcomes
- Being broad and comprehensive
- Enable access to the key learning areas in compulsory schooling or to other standards
- Being relevant to the students physical. Intellectual social and emotional needs
- Being age appropriate
- Being linked to the learning activities undertaken by students without disabilities
- Being part of the continuum of life learning
- Offering opportunities, challenges and choices
- Encourage independence while recognising the inter dependence of members of the community
- Value independent learning styles and preferred learning styles
- Enhance self-esteem, self worth and identity
- Be realistic, achievable, have clearly stated goals and anticipate the students future needs
- Include specialised methodologies and/or equipment where appropriate, for example, Braille reading , auditory learning activities

Components of an individual education plan may include:

- Targeted learning outcomes
- Condition
- Criterion
- Behaviour
- Strategies
- Team responsibilities
- Evaluation

Support the needs of the student may include:

- Structuring supportive socialisation activities
- Building the students self-esteem and confidence by providing positive reinforcement
- Assisting students to develop problem solving skills
- Modelling positive attitudes to learning
- Technology
- Strategies for students in the disability area
- Curriculum areas

RANGE STATEMENT

Contribute to monitoring and review of individual education plan may include:

- Assisting with review of the individual education plan
- Monitoring and reviewing progress of the student in achieving set goals
- Monitoring and reviewing students development of skills and abilities
- Monitoring and reviewing students psychological and emotional well being
- Monitoring and reviewing the social participation and development of the student
- Monitoring and reviewing students personal and cultural development

Communication may occur with:

- Teacher
- Student
- Therapy team
- Advisory visiting teacher/personnel
- Other members of the school community
- Specialists
- Resource networks
- Referral agency

Unit Sector(s)

Not Applicable