Australian Government

Department of Education, Employment and Workplace Relations

CHCIC510A Establish and implement plans for developing cooperative behaviour

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCIC510A Establish and implement plans for developing cooperative behaviour

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to establish, monitor and implement both individual and group plans for behaviour modification

Application of the Unit

Application	This unit may apply to working with children in a range of community service contexts

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. Identify and review behaviour causing concern	1.1 Gather information from all those involved with the child
	1.2 Review behaviour in a range of situations and contexts, recognising gender impacts on behaviour
	1.3 Observe and analyse behaviour to identify triggers, or consequences which are maintaining the behaviour
	1.4 Review program routines and timetabling for possible influence on behaviour
	1.5 Facilitate interpretation of child's behaviour among others involved with the child
	1.6 Seek advice as required
	1.7 Report *incidents causing concern* to parent/s, colleagues or others as appropriate
	1.8 Discuss options for response with parent/s
	1.9 Discuss needs and concerns of other children affected by the incident

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ELEMENT	PERFORMANCE CRITERIA
2. Establish and apply *limits and guidelines* for behaviour	2.1 Establish guidelines that are consistent with the abilities of the children 2.2 Establish guidelines relevant to the culture and background of the children and policies of the centre 2.3 Develop guidelines in conjunction with children according to their ability to do so 2.4 Decide how to respond and implement clearly and assertively
3. Develop a plan to guide a particular child's behaviour	3.1 Identify longer term and short term objectives in the plan 3.2 Clearly identify more acceptable alternative behaviours in the plan 3.3 Develop plan in accordance with philosophy and policies of the service 3.4 Develop goals of the plan consistent with child's abilities, age and developmental stage 3.5 Ensure plan is realistic according to *resources* available 3.6 Set plan in consultation with staff/ parents and others who are caring for the child 3.7 Ensure plan considers relevant cultural norms, and processes for responding to behaviour 3.8 Identify resource and referral bodies and seek advice as necessary
4. Implement and monitor behaviour plan	4.1 Inform child of specific *expectations* for behaviour in ways appropriate to their level of understanding 4.2 Inform all workers involved in implementing the plan of its rationale, limits and strategies 4.3 Inform all involved of strategies so all are reinforcing the plan 4.4 Minimise as far as possible, factors that may lead to or maintain inappropriate behaviour 4.5 Support workers to implement the plan effectively and consistently

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:

- Stage of development/age appropriate expectations of children's behaviour
- Theory of circle of security in behaviour support
- Acceptable and unacceptable behaviours - review of own stance and reflection on own values
- Culturally based expectations about children's behaviour
- Culturally based expectations about responses to children's behaviour
- Developmental and emotional reasons for inappropriate behaviour
- Different family styles of discipline and norms about behaviour in different cultures and social groups
- Rights of children
- Relationship based strategies to help children learn about cooperative behaviour
- Antecedents of behaviour - learned habits, context influences, social influences
- Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others
- Organisation standards, policies and procedures
- Stages of child development
- How children learn
- The importance children's input and ideas
- Health and safety policies and requirements
- Culturally based expectations about communication

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

- Form positive relationships with children, respect of parental expectations and their cultural values and to act within the organisation's behaviour response policy

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REQUIRED SKILLS AND KNOWLEDGE

- Interact with children, giving due regard to child's age, development, culture, and needs
- Involve children in decision-making and planning, giving due regard to the children's age, development and abilities

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 respect for children's individual differences and choices (e.g. not to participate)
- Use stress management strategies to calm down before responding to incidents of difficult behaviour
- Demonstrate application of skills including:
  - using non-verbal communication that reinforces verbal communication
  - communication skills of questioning, informing, listening, discussing
  - identifying the capabilities of individual children
  - collaboration
  - active listening
  - interpersonal relationship

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 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
	• Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
	• a childcare workplace
	• children's services, resources and equipment
	• the local environment
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.

Positive behaviour may be promoted by:	• Verbal comments and attention • Physical contact e.g. hug • Providing physical and psychological space • Opportunities that suit the child's preferences • Opportunities to 'let off steam' are created • Acknowledgment and encouragement
Limits and guidelines may cover:	• Out of bounds areas • Expectations about behaviour with other children/adults • Procedures for health and safety

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RANGE STATEMENT

Methods to promote positive behaviour will vary according to the age of the child
Some examples are:

For babies, *infants and toddlers*:

- Smiles
- Attention
- Distraction

For 3 to 5 year olds:

- Choice of favourite activity
- Praise, encouragement
- Anticipating trouble and redirecting or distracting child

For 6 to 12 year olds:

- Non-verbal communication appropriate to age and peer group
- Talking about feelings
- Modelling

For some developmentally delayed children these may be used in addition:

- Tangible rewards
- Charts

Expectations of children's behaviour will be demonstrated differently according to the age of the child
Some examples are:

For babies and infants

- Smiling
- Clapping verbal and non-verbal approval

For toddlers:

- Modelling
- Repetition of guidance's for appropriate behaviour e.g. 'we walk inside'
- Talking about appropriate behaviour

For 3 to 5 year olds:

- Reasons for guidelines are explained

For 6 to 12 years old:

- Children will be involved in the establishing of guidelines

RANGE STATEMENT

Guidelines are communicated to:

- Children, especially those new to the service
- Parents
- Potential users of the service
- Relief or other staff

The application of guidelines and limits will vary according to the age of the child:

For babies and infants:

- Saying 'no' and using the child's name e.g. 'James, no' with use of appropriate facial expressions and tone of voice
- Remove child from problem/trouble
- Distract to another activity

For toddlers:

- Patiently respond, provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings
- Reason for limit is explained in simple terms to child

For 3 to 5 year olds:

- Provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings

For 6 to 12 year olds:

- Children are involved in the establishment of guidelines
- Written guidelines can be given to children
- Periodically reviewing guidelines

Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:

- Family crisis
- Family stress and problems
- Major changes in the child's profile

Other circumstances which may influence the workers response include:

- Location of incident
- Risk to child or others
- Other potential or actual consequences

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RANGE STATEMENT

Incidents causing concern may be reported according to the service's guidelines to:	• Parent/s of the child • Parent/s of other children affected • Co workers • Management/supervisor
Service policy and procedures on response to serious incidents or behaviour may include:	• Accurate documentation • Report incidents to colleagues and more senior workers
Communication that may be used to consult and collaborate with children include:	• Verbal and written and non-verbal • In a group or individual discussions • On regular basis and spontaneous • Surveys/ evaluations • Requests, chatting • Discussions, meetings • Suggestion boxes • Anecdotal • Listening to informal conversations
Ways in which children are encouraged to consider new ideas and interests may be through:	• Encouraging children to consult with each other • New and stimulating material is presented to children • Children's ideas are shared with others in a group situation
Resources that are limited may include:	• Physical environment • Equipment • Time available • Staff numbers • Budget • Space

RANGE STATEMENT

Safety and legal requirements may include:

- Staff ratios
- Behavioural or medical problems
- Duty of care responsibilities
- 'Sunsafe' policy
- Staff ratio for excursions
- High risk activities
- Weather
- Location of activity

Children can be consulted about all their interests including:

- Food
- Discipline policies
- Activities
- Programming
- Behaviour
- Parents
- Staff

Unit Sector(s)

Not Applicable