



Australian Government

Department of Education, Employment and Workplace Relations

CHCIC512A Plan and implement inclusion of children with additional needs

Release: 1

CHCIC512A Plan and implement inclusion of children with additional needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for workers who provide care for a range of children to identify children with additional needs and work with relevant others to plan and implement inclusion strategies that meet identified needs

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

1. Identify *children with additional needs*

PERFORMANCE CRITERIA

- 1.1 *Investigate child's behaviour and expressed emotions* to identify an additional need
- 1.2 Observe the particular child, identify and document needs for additional care and use to develop a plan of inclusion
- 1.3 Discuss *concerns* with others to develop a clear understanding of a particular child's needs and use this information to plan
- 1.4 Identify the cultural and language background and migration experiences of the child

ELEMENT**PERFORMANCE CRITERIA**

2. Develop a plan for inclusion
- 2.1 When developing a plan of inclusion, consider child's abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements
 - 2.2 Develop *plan in consultation* with all those working with the child
 - 2.3 Identify parents' goals/expectations for their child and use when developing a plan of inclusion
 - 2.4 Seek parents' experience and practices as a resource
 - 2.5 *Adapt service* to meet child's needs within resource limitations
 - 2.6 If a child cannot be included immediately, communicate the reasons clearly
 - 2.7 Decide on a time to review the plan
 - 2.8 Seek additional resources as necessary
3. Implement strategies to meet the child's additional needs
- 3.1 Support child's entry in the service
 - 3.2 Adjust level of support over time according to the child's needs
 - 3.3 Encourage others to adopt inclusive attitudes and practices
 - 3.4 Provide support to others to implement strategies
 - 3.5 Develop specific program initiatives to meet a child's needs
 - 3.6 Investigate and trial strategies that may address difficulties
 - 3.7 Implement strategies designed by a specialist according to directions
 - 3.8 Respond to the daily needs of children with additional needs, seeking assistance as required

ELEMENT**PERFORMANCE CRITERIA**

4. Consult with others about ongoing issues that arise

- 4.1 Share information about progress amongst all concerned
- 4.2 Identify and discuss issues of concern
- 4.3 Establish and maintain information exchange with parents or appropriate family/community members about the child's needs and care strategies
- 4.4 Seek and gain parental permission prior to consulting with others regarding the child
- 4.5 Ensure communication occurs within a culturally and linguistically responsive framework

5. Monitor and review strategies

- 5.1 Closely monitor new strategies and any unexpected side effects in accordance with workplace practices
- 5.2 Adapt to changes in the child's participation at the time
- 5.3 Confront and resolve interruptions to the strategy being implemented

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:

- Developmental milestones
- Disability Discrimination Act
- Historical context of disability
- Impact on families with a child with a disability
- Principles of inclusive practice and policies
- Cultural beliefs and expectations regarding abilities, disabilities, gender, roles etc.
- Relevant codes of ethics
- Individualised, child centred programming
- Team work
- Negotiation skills
- Organisation standards, policies and procedures
- Racial Discrimination Act 1975
- Universal Declaration on the Rights of The Child
- Impact of settlement for newly arrived CALD families
- Cultural contexts and views of care and education

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess for and meet additional needs in consultation with the child where appropriate and others

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:

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills including:
 - Team work
 - Negotiation skills
 - Interpersonal
 - Planning
 - Cross cultural communication skills
 - Literacy skills needed to develop a plan for inclusion

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
 - 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

EVIDENCE GUIDE

Related units:

This unit is recommended (but not required) to be assessed in conjunction with related units:

- CHCFC504A Support emotional and psychological development in early childhood
- or
- CHCFC514A Support emotional and psychological development in middle childhood

and

- CHCRF511A Work in partnership with families to care for the child
- CHCIC510A Establish and implement plans for developing cooperative behaviour

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.

RANGE STATEMENT

Children with additional needs may include needs due to:

- Language difficulties
- Physical, sensory or developmental disability
- Health problems
- Behavioural or psychological disorders
- Family circumstances and needs
- A child recently arrived in Australia from a very different culture
- Children who have experienced torture and/or trauma
- Children who have suffered dislocation
- A child whose culture is different from the culture of the centre
- Child at risk of harm or illness
- Unknown diagnosis
- Known diagnosis
- Cultural/religious practices
- Communication difficulties
- Giftedness

Communication difficulties of a child may be due to:

- Trauma, violence and crises
- Disabilities e.g. Hearing, visual, speaking
- Health problems and disorders
- Learning problems
- Deprivation of sensory stimulation
- Children learning English as a second language

Investigate child's behaviour and expressed emotions includes:

- Level and type of social interaction with adults and other children
- Anxieties and aggression
- Withdrawn/silent children

RANGE STATEMENT

Concerns about a child may be discussed with:

- The child
- Parent/s, families, community members when culturally appropriate
- Field workers/ resource workers/early intervention service staff/medical staff
- Supervisor/coordinator/director
- School staff
- Other care providers

Plan in consultation may include:

- Parents
- Family members/community members (where culturally appropriate)
- Care givers
- Referral agencies
- Staff
- Child
- Resources available
- Staffing levels
- Skills of current staff
- Transport vehicles
- Access to venue
- Financial considerations of parents
- Languages spoken by workers

Adapt service may involve developing the capacity of the service and include:

- Gaining additional funds
- Sups workers or resource workers
- Changes to routines
- Special equipment
- Training in relevant care practices
- Alterations to venue
- Bicultural support workers
- Inclusion support facilitators
- Provision of linguistically appropriate information

RANGE STATEMENT

The plan may be discussed with others at:

- A staff meeting
- Conference of workers, parents, staff of other services (where culturally appropriate)
- One to one consultation
- Referral from a service/agency
- Enrolment with no referral

Unit Sector(s)

Not Applicable