



Australian Government

Department of Education, Employment and Workplace Relations

CHCPR613C Facilitate the development of programs for children with additional needs

Release: 1

CHCPR613C Facilitate the development of programs for children with additional needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop programs for children with additional 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

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Plan required resources | 1.1 Identify appropriate facilities for the child |
| | 1.2 identify and gather or modify toys and equipment that are appropriate for the child |
| | 1.3 Identify specialist resources and request as needed |
| | 1.4 Plan and utilise additional resources required according to finances available |
| | |
| 2. Develop the program to meet the needs of the child | 2.1 Consult with all involved to develop program for child |
| | 2.2 Identify desired outcomes and goals through consultation |
| | 2.3 Review current program to identify how appropriate it is for the child |
| | 2.4 Gather detailed information to identify child's needs |
| | 2.5 Develop program to address child's needs, in consultation with staff |

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 3. Maintain communication with those involved | 3.1 Develop and review strategies for on-going communication with all those involved |
| | 3.2 Clearly identify and use communication channels |
| | 3.3 Regularly evaluate effectiveness of program 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:

- Inclusion, non-discriminatory practices and associated legislation
- Knowledge of child development - build on strengths of child
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop programs to meet additional needs of children

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 family expectations and desired outcomes for child
- Demonstrate application of skills in:
 - observation
 - communication skills
 - consultative skills
 - local community resources

REQUIRED SKILLS AND KNOWLEDGE

- planning

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:
 - 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

Related units:

This unit should be assessed in conjunction with one of the following related units:

- CHCIC512A Plan the inclusion of children with additional needs

or

- CHCSD611C Facilitate the inclusion of children with additional needs

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.

- Children having 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
 - A child whose culture is different from the culture of the centre
 - Child at risk
 - 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

RANGE STATEMENT

- Specialist resources may include:*
- Professionals with expertise about particular needs of children
 - Written information
 - Special equipment
 - Information and education videos
 - Resource networks
 - Family members
 - Bilingual workers
 - Interpreter services
 - Resource units
 - Extra staffing

- Additional resources may include:*
- Worker training
 - Toy libraries

- Review of current program could include:*
- Review for child with additional needs
 - Review of strategies for meeting needs of child within context of whole group

Unit Sector(s)

Not Applicable