# CHCPROT533A Work with children and young people with complex trauma and attachment issues and needs

**Release: 1**

## CHCPROT533A Work with children and young people with complex trauma and attachment issues and needs

## Modification History

Not Applicable

## Unit Descriptor

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| **Descriptor** | This unit describes the knowledge and skills required to recognise indicators of trauma in children and young people of different ages and at different stages and to identify their needs and those of their parents and carers |

## Application of the Unit

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| **Application** | This unit applies to those working with children and young people, in particular in contexts involving child protection, family services and child and youth placement and support |

## 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.  Seek information from families, carers, significant people and professionals | 1.1     Identify appropriate sources of information about the child or young person<br>1.2     Gather accurate information about child rearing practices and values of the cultural group to which the child or young person belongs<br>1.3     Compile a detailed overview of information available about developmental context and issues from pregnancy/birth to clarify impact of culture, family, home and community on developmental history of child or young person<br>1.4     Identify *factors and incidents that may potentially have influenced child's development* and impact on current behaviour patterns and characteristics |

| ELEMENT | PERFORMANCE CRITERIA |
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| 2. Identify developmental issues | 2.1 Apply knowledge of common developmental trends, milestones and associated characteristics and behaviours for children and young people<br>2.2 Make appropriate allowances for variations from what is considered normal development<br>2.3 Identify potential for developmental delays to impact on progress to future developmental stages<br>2.4 Clarify sequence of development for each individual child and identify range of influences on developmental process<br>2.5 Recognise issues associated with young children primarily seeking attachment rather than safety |
| 3. Identify *indicators of trauma* in children and young people | 3.1 Use knowledge of child development and common variations for children and young people to identify indicators of developmental delay<br>3.2 Access and accurately interpret available current information about possible indicators of trauma relevant to child's age and developmental status<br>3.3 Work with understanding of potential impacts of trauma on the child or young person<br>3.4 Clarify potential vulnerability of child through having witnessed and/or experienced violence, abuse and neglect at the hands of carers<br>3.5 Identify extent of child's positive experiences of stable, sensitive, loving and stimulating relationships and environments<br>3.6 Take into account the potential for prolonged exposure to frightening and overwhelming circumstances to result in 'toxic stress'<br>3.7 Identify potential consequences of toxic stress and closely observe child for signs of it |

| ELEMENT | PERFORMANCE CRITERIA |
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| 4.  Provide support to families impacted by trauma and violence | 4.1    Encourage parents and carers to seek and accept appropriate support to manage their own shock and emotional responses<br>4.2    Listen calmly to information provided by child or young person and their parents and/or carers and provide reassurance in line with the situation and child's stage of development<br>4.3    Encourage child or young person to talk about all aspects of the traumatic experience and its aftermath, if appropriate, as an open, accepting and reassuring listener<br>4.4    Monitor developmental and educational progress of child or young person in line with their developmental status and needs and within requirements of own work role<br>4.5    Report situations of potential trauma in line with requirements of the organisation, legislation and work role |

# 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 trends, stages and potential indicators of trauma associated with developmental status of children and young people
- Factors that pose risks to healthy child development, including:
    - current or past exposure to family violence, alcohol/substance abuse or other addictive behaviours
    - mental health issues, including self-harm or suicide attempts
    - disability or complex medical needs
    - issues during pregnancy, birth or as a newborn
    - unsafe sleeping practices for infants
    - disorganised or insecure attachment relationship
    - developmental delay
    - history of neglect/abuse, state care, child death or placement of child or siblings, separations from parents/caregivers
    - parent, partner, close relative or sibling with history of assault, prostitution or sexual offences
    - experience of intergenerational abuse/trauma
    - compounded or unresolved experiences of loss and grief
    - chaotic household/lifestyle
    - poverty, financial hardship, unemployment, problem gambling
    - social isolation, inadequate housing, transience/homelessness
    - lack of stimulation, learning opportunities, disengagement from school, truanting
    - inattention to developmental health needs, poor diet
    - disadvantaged community, racism, recent refugee experience
- Risk factors associated with parenting issues, including:
    - parent/carer under 20 years, or single parent with multiple partners

## REQUIRED SKILLS AND KNOWLEDGE

- lack of willingness/ability to prioritise child's needs above own
- rejection or scapegoating of child
- harsh, inconsistent discipline, neglect or abuse
- inadequate supervision of child or emotional enmeshment
- Factors that influence positive outcomes, including:
  - sense of belonging to home, family, community and strong cultural identity
  - pro-social peer group
  - positive parental expectations, home learning environment and opportunities at major life transitions
  - access to relevant range of services for adult and child - with service understanding of abuse
  - accessible/affordable child care and high quality preschool programs
  - inclusive community neighbourhoods/settings

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

- Identify behaviours and characteristics associated with commonly recognised developmental trends and stages in children and young people
- Identify variations from 'the norm' that may require further investigation and clarification
- Recognise potential indicators of trauma and investigate appropriately and sensitively
- Communicate effectively with children, young people, their families, carers and significant professionals in situations of potential trauma to investigate, clarify and provide support
- Identify attachment issues in children and young people and respond appropriately
- Explain the potential impact of traumatic experiences on the development of children and young people and identify appropriate responses for parents and carers

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 application of skills in:
  - interpersonal relationship building
  - data collection and analysis
  - problem solving

# 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.

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| *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<br>• This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions<br>• Consistency in performance should consider the range of client issues workers are expected to be able to address |
| *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<br>• All workers should develop their ability to work in a culturally diverse environment<br>• 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<br>• 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<br>• Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place |

**EVIDENCE GUIDE**

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| *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.

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| *Factors and incidents that may potentially have influenced child's development may refer, for example, to*: | • Cultural values and priorities |
| | • Child rearing practices |
| | • Chronic health conditions |
| | • Nutritional patterns |
| | • Experience of neglect or abuse |
| | • Exposure to alcohol or drug misuse |
| | • Exposure to violence |
| | • Exposure to mental health issues |

Community Services and Health Industry Skills Council

## RANGE STATEMENT

*Indicators of trauma may vary with the age and stage of the child and include, for example*:

- Neurobiological issues
- Behavioural changes
- Hyper-arousal, hyperactivity and sleep disruption and disturbance
- Heightened anxiety, insecurity and fearfulness
- Other emotional difficulties, including reduced capacity to feel emotions
- Cognitive delay and memory difficulties
- Eating disturbances and food sensitivities
- Loss of acquired skills, such as:
  - motor skills
  - communication skills
- Regression to earlier behaviour
- Truanting from school and running away from home
- Toileting accidents and incidents
- Anti-social behaviour, such as hurting animals, firelighting
- Hinting about sexual experience and/or explicit aggressive sexualised engagement with others
- Accident proneness and bodily aches and pains without reason

# Unit Sector(s)

Not Applicable

Community Services and Health Industry Skills Council