



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCRH505C Conduct a program for children and young people with special needs**

Release: 1

## **CHCRH505C Conduct a program for children and young people with special needs**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to conduct a program for young people with special needs

### **Application of the Unit**

#### **Application**

This unit may apply to community services work in a range of 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 and prepare a program/activity

1.1 Identify specific needs of the child/young person by conducting routine assessments and accessing existing records

1.2 Identify planned outcomes for the child/young person, including key milestones and targets

1.3 Identify relevant support services that are required

1.4 Develop an individual *program* in consultation with child/young person and their carers

1.5 Identify options for addressing non participation/non achievement of outcomes

1.6 Access a range of literature and research in planning programs to meet developmental needs of *child/young person with special needs*

2. Establish operational arrangements

2.1 Seek agreement from child/young person and their carers about participation in the program/activity prior to commencement

2.2 Determine *range of activities* to be utilised in program according to needs of child/young person

2.3 Identify additional support requirements of child/young person

2.4 Identify special *resources* required for the program and source prior to program commencement

**ELEMENT****3. Establish effective communication****PERFORMANCE CRITERIA**

- 3.1 Provide instructions in a *communication style* suitable to the child/young person
- 3.2 Provide and seek *feedback* on *session* technique, participation and correct usage of equipment from child/young person and their carers
- 3.3 Enlist specialist communication support where it is required
- 3.4 Put in place processes to evaluate the effect on self-esteem and confidence of child/young person
- 3.5 Modify program, where necessary, based on an assessment of conditions and *status of child/young person*
- 3.6 Conduct appropriate activities within program to suit abilities of individuals and/or group
- 3.7 Select activities within program to take into account individual structural and functional variations to human body and to enhance *emotional well being* of child/young person with special needs
- 3.8 Assist with provision and use of aids, including modification, as appropriate
- 3.9 Provide information and demonstration to child/young person on safe and responsible behaviour and make them aware of rules, codes and organisation health and safety requirements
- 3.10 Apply organisation procedures to collection and checking for damage/wear of equipment

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 4. Evaluate the effectiveness of the program | 4.1 Seek feedback from child/young person and their carer about value of and responses to specific activity to ensure their needs continue to be met |
|  | 4.2 Apply current accepted practices to planning, design and delivery of specific programs to meet individual needs                                  |
|  | 4.3 Implement processes to monitor participation and progress of child/young person  |

## 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:

- Factors influencing the conduct of a specialised program/activity
- Relevant occupational health and safety and discrimination legislation
- Relevant modified equipment and activities
- Impact of disability on participation in programs including recreation programs
- Social, political, cultural, historical issues that may affect or are relevant to people with a disability
- Awareness of screening processes for entry into programs/activities
- Relevant precautions in programs/activities
- Stretching and mobility exercises and activities
- Appropriate chair based, floor work and balance exercises and activities
- Appropriate strengthening and conditioning exercises and activities

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Monitor activity within the confines of the program
- Select appropriate range of activities and exercises

## **REQUIRED SKILLS AND KNOWLEDGE**

- Modify activities for risk minimisation to child/young person with special needs to participate in programs
- Plan and prepare a program/activity including to determine the range of appropriate safe and suitable activities and/or exercises for the child/young person with special needs
- Establish operational arrangements and effective communication including correct instructions and technique/guidelines for undertaking activities
- Prior screening to establish additional support needs
- Evaluate the effectiveness of the program

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:
  - organisation to coordinate resources necessary to conduct a program
  - communication to provide instructions participation

## REQUIRED SKILLS AND KNOWLEDGE

### 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
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*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 of this competency requires:
  - access to child/young person i.e. not the peers of the learner
  - human resources consistent with those outlined in the assessment guidelines

### *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 after or in conjunction with related unit:

- CHCDIS301A Work effectively with people with a disability



## 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.

*Barriers to participation:*

- Cultural values
- Family structures
- Religious beliefs
- Impact of any disability on participation
- Communication
- Level of literacy and numeracy
- Transport
- Income
- Confidence
- Support services available
- Economic

## RANGE STATEMENT

### *Communication style:*

- Should be clear, accurate, contain all relevant information and appropriate to the person's:
  - age
  - preferred method of communication
  - physical or cultural factors
  - specific needs
- May include:
  - verbal
  - modelling/demonstration of activities/movements
  - hand/arm signals
  - assisted communication devices
  - braille
  - audio tape
  - others as identified

### *Emotional well being includes:*

- Feelings
- State of mind
- Perception of risk
- Self-esteem
- Self confidence

### *Feedback may be qualitative and quantitative:*

- Evaluation forms
- Asking people
- Numbers
- Surveys
- Complaints
- Reaction
- Feedback from staff
- Financial information

## RANGE STATEMENT

*Impact on participation may be affected by:*

- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Client service strategies
- Social, cultural and religious factors
- Physical and economic factors
- Rate of skill development
- Taking risks in the context of self determination and dignity of risk
- Communication supports required/available
- Flexibility about timing and priorities to allow for choice
- Socialisation/community involvement

*Child/young person with special needs will vary according to:*

- Type of disability:
  - physical
  - sensory
  - intellectual
  - psychiatric
- Factors such as:
  - cultural and linguistic diversity
  - rural/remote environment
  - income
  - gender
  - sexuality
  - age
  - family systems
  - religion

*Program refers to:*

- A sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the individual to participate safely and effectively to maintain health and emotional well being
- Does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively

## RANGE STATEMENT

*Range of activities:*

Should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of child/young person in the following areas

- Stretching and mobility
- Strengthening or conditioning
- Confidence building and self-esteem
- Fine and gross motor skills development
- Development of valued relationships
- Back care
- Balance
- Socialisation

*Resources may include:*

- Staff
- Equipment
- Venues/facilities
- Paperwork
- Transport and logistical arrangements
- Funds
- Music

*Session refers to:*

- A selection of tasks, games, activities or exercises in which the extent of instruction is to promote enthusiastic, safe and cooperative participation
- May be a component of a sequenced program of individual activities
- Does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively
- Of up to a day's duration, i.e. no overnight component

## RANGE STATEMENT

*Status of child/young person may vary according to:*

- Impact of medication/pharmaceuticals
- Chronological age
- Physiological age
- Disability
- Other specific needs and considerations such as:
  - communication
  - socialisation
- Physical/health issues:
  - orthopaedic
  - continence issues
  - cardio-respiratory
  - medications
  - neurological conditions
  - musculoskeletal conditions
- Psycho social issues

*Work environment varies with respect to:*

- Size of the organisation
- Location
- Organisation structure
- Nature of the programs provided
- Availability of resources and technology

## Unit Sector(s)

Not Applicable