



Australian Government

Assessment Requirements for CHCEDS058 Support the implementation of behaviour plans

Release: 1

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Modification History

Release 1. CHCEDS058 Support the implementation of behaviour plans supersedes and is not equivalent to CHCEDS032 Support learning and implementation of responsible behaviour.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and document aspects of behaviour plans that provide appropriate support for students in one primary and one secondary class, including:
 - use of a range of appropriate behaviour support strategies in the plan
 - use of student self-management strategies in the plan
 - use of group and individual behaviour support strategies in the plan
- implement one behaviour plan for either of the above classes, including:
 - supporting student behaviour
 - collecting feedback on plan outcomes
 - evaluating effectiveness of behaviour plan and making recommendations for improvements
- reflect on own skills in behaviour support and identify opportunities for improvement in discussion with teacher or supervisor.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and responsibilities of an education support worker and own job role
- requirements of relevant legislation and organisational policies and procedures in relation to behaviour support
- behaviours encountered in the school environment
- at least three key theories of child and adolescent development at an overview level
- differing philosophical approaches to behaviour support
- strategies for supporting student behaviour:
 - individual students
 - groups of students
 - student self-management
- factors that may affect behaviour of students and their impact on student learning:
 - cultural considerations
 - environment

- family circumstances
- language or communication difficulties
- learning difficulties
- health issues:
 - physical
 - mental
- mood and personality
- social issues
- importance of the student self-esteem in the learning process
- factors to promote or diminish the student's intrinsic motivation
- communication techniques that support positive behaviour:
 - verbal
 - non-verbal
 - active listening
 - questioning
 - appropriate use of volume and tone
- positive support strategies to redirect behaviour and defuse situations
- available professional support services and resources
- negotiation and conflict resolution techniques
- how to recognise situations where further support or intervention may be required
- practices and strategies for non-violent crisis prevention and intervention
- when and how to implement consequences for inappropriate behaviour
- organisational policies and procedures for risk management.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

Skills related to documentation, evaluation and reflection may be demonstrated outside of the workplace but must be based on work in a primary or secondary school in Australia.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- organisational policies and procedures
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>