



Australian Government

CHCLAH007 Conduct a program for children and young people with special needs

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to undertake planning, coordination implementation and evaluation of programs for children and/or young people with special needs.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services. Work is undertaken with minimal supervision within broad but generally well-defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Plan and prepare a program and/or activity

1.1 Apply currently accepted practices to planning and design of specific programs to meet individual needs

1.2 Identify specific needs of the child and/or young person by conducting routine assessments and reading existing records

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

1.4 Research programs to assist in planning to meet

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developmental needs of child and/or young person with special needs

1.5 Identify relevant support services that are required

1.6 Develop and document an individual program in consultation with child and/or young person and their carers

1.7 Identify options for addressing non participation and non achievement of outcomes

2. Establish operational arrangements

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

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

2.3 Identify additional support requirements of child and/or young person

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

3. Establish effective communication

3.1 Provide instructions in a communication style suitable to the child and/or young person

3.2 Provide and seek feedback on session technique, participation and correct usage of equipment from child and/or young person and their carers

3.3 Enlist specialist communication support where it is required

3.4 Make adjustments to program, when necessary, based on an assessment of conditions and status of child and/or young person

4. Conduct the program

4.1 Apply current accepted practices to delivery of specific programs in accordance with role and service requirements

4.2 Conduct appropriate activities within program to suit

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abilities of individuals and/or group

4.3 Select activities within program to take into account individual structural and functional variations to human body and to enhance emotional well being of child and/or young person with special needs

4.4 Assist with provision and use of aids, including modification, as appropriate

4.5 Provide information and demonstration to child and/or young person on safe and responsible behaviour and make them aware of rules, codes and organisation health and safety requirements

4.6 Follow organisation procedures for collection of equipment and check for damage and/or wear

5. Evaluate the effectiveness of the program

5.1 Put in place processes to evaluate the effect on self-esteem and confidence of child and/or young person

5.2 Seek feedback from child and/or young person and their carer about value of and responses to specific activity

5.3 Implement processes to monitor participation and progress of child and/or young person

5.4 Modify program based on findings to ensure the individual's needs continue to be met

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCLAH007 Conduct a program for children and young people with special needs

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- conducted 3 programs for children and/or young people with special needs

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- factors influencing the conduct of a specialised program and/or activity
- legal and ethical considerations for leisure and health and how they are applied in the organisation:
 - children in the workplace
 - duty of care
 - discrimination
 - work health and safety
- 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
- screening processes for entry into programs and/or activities

- relevant precautions in programs and/or activities
- a range of exercises and activities, including:
 - stretching and mobility
 - chair based, floor work and balance
 - strengthening and conditioning

Assessment Conditions

Skills must have been demonstrated the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and equipment or resources outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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