



Australian Government

CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge 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.

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.

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 specify the level of performance needed to demonstrate achievement of the element.

1. Seek information from families, carers, significant others and

- 1.1 Identify appropriate sources of information about the child or young person
- 1.2 Gather accurate information about child-rearing

ELEMENT

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professionals

practices and values of the cultural group to which the child or young person belongs

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 the developmental history of child or young person

2. Identify developmental issues

2.1 Identify factors and incidents that may have influenced the child's development and the impact on current behaviour patterns and characteristics, using knowledge of common developmental trends

2.2 Recognise the variations in normal development

2.3 Identify how developmental delays might impact on developmental progress

2.4 Recognise issues associated with young children primarily seeking attachment rather than safety

3. Identify indicators of trauma in children and young people

3.1 Access and accurately interpret available current information about possible indicators of trauma

3.2 Assess vulnerability of child as a consequence of violence, abuse and neglect

3.3 Identify extent of child's positive experiences of stable, sensitive, loving and stimulating relationships and environments

3.4 Clarify extent and duration of trauma, and develop strategies to ensure that interventions do not exacerbate child's trauma

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

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 age and stage

ELEMENT

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of development

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

4.4 Monitor developmental and educational progress of child or young person in line with their developmental status and needs, within requirements of own work role

4.5 Implement actions to reduce the future likelihood of recurring trauma

4.6 Report situations of potential trauma in line with requirements of the organisation, legislation and work role

Foundation Skills

The Foundation Skills describe those required skills (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 CHCPRT010 Work with children and young people with complex trauma and attachment issues and 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 demonstrated evidence that the candidate has completed the following tasks:

- worked with one or more children or young people, and their families to:
 - review developmental progress
 - identify indicators of trauma and/or attachment disorder
 - ensure interventions do not exacerbate trauma
 - recover from trauma and prevent the likelihood of further occurrences.

Knowledge Evidence

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 work role.

These include knowledge of:

- stages of human development and indicators of trauma associated with the different stages of development
- different cultural values and child-rearing practices and their potential impact on children and young people
- risks to healthy child development, including:
 - 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
 - chronic neglect
 - compounded or unresolved experience of inter-generational abuse/trauma, and loss and grief
 - sexual abuse
 - chaotic household/lifestyle
 - poverty, financial hardship, unemployment, problem gambling and homelessness
- factors that influence positive outcomes, including:
 - sense of belonging to home, family, community and strong cultural identity
 - positive and supportive peer groups.

Assessment Conditions

Skills must be demonstrated through a child protection service and under professional supervision.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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

Assessment must involve working with a child under professional supervision.

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

Links

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