



Australian Government

CHCPRT013 Support the progress and development of young people

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. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to support the development of young people, and to support responsibility for behaviour management and change.

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies.

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. Maintain supportive contact with young people

1.1 Conduct interactions with young people in a fair, just, humane and positive manner

1.2 Use communication strategies with individuals for effective interaction and problem-solving, considering cultural

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sensitivities and adapting style and language to accommodate different cultural values and practices

1.3 Identify potential causes of conflict and use a range of appropriate and effective defusing responses

1.4 Use negotiation techniques to divert and minimise aggressive behaviour

1.5 Examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes

2. Monitor needs, risks and progress of young people

2.1 Use formal and informal methods to observe, monitor and gather information about individual and group behaviour

2.2 Assess behaviour for potential conflict and use a range of preventative and defusing strategies

2.3 Investigate behaviour and interactions in a fair, objective and consistent manner

2.4 Check information received from others for accuracy and determine the response which is consistent with the issues and their seriousness

2.5 Make decisions on actions that are consistent with all available evidence and organisation practice/procedures

2.6 Seek specialist advice and make referrals where required

3. Provide positive opportunities for behaviour change

3.1 Encourage and assist young people to maintain contact with family, friends and support according to services and resources available

3.2 Assist contacts between young people and networks in the community according to organisation procedures

3.3 Refer young people and family to community services and suitable specialists according to the nature and urgency of needs

3.4 Make contact with family and friends/supporters in accordance with young person's interests, and organisation practice

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

3.5 Assist young people to develop and maintain positive attitudes and appropriate relationships with staff, services, agencies and with personal supporters

3.6 Encourage young people to manage themselves and their development and relationships confidently and productively

4. Assist young people to manage risks

4.1 Challenge unacceptable behaviour and clearly outline options and opportunities to change with positive encouragement

4.2 Confirm the implications of risk-taking behaviour clearly, calmly and objectively

4.3 Use restraining techniques only according to organisation's policies and procedures and discontinue as soon as procedures specify.

4.4 Provide reports of incidents arising from risk-taking and unacceptable behaviour that are accurate, clear and comply with procedures

4.5 Report on the appropriateness and effectiveness of the use of behaviour management strategies clearly and accurately in review and debriefing

4.6 Select strategies and responses for their potential to provide role models and examples of confident, assertive behaviour

4.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures

4.8 Use opportunities to acknowledge and reward positive progress in behaviour and relationships

Foundation Skills

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

- Oral communication – in order to negotiate and defuse potentially critical situations.
- Writing – in order to produce analytical reports in line with workplace policies and procedures.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

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 CHCPRT013 Support the progress and development of young people

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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 at least once:

- observed and monitored behaviour of young people for potential conflict and aggressive behaviour
- communicated and interacted effectively with at least three young people, including:
 - defusing potential causes of conflict
 - using negotiation techniques to divert and minimise aggressive behaviour
 - encouraging appropriate responsibility and accountability for behaviour and its outcomes
- used different strategies to minimise inappropriate or aggressive behaviour of young people
- sought specialist advice and made referrals where required
- encouraged young people to maintain and develop support networks, including making contact with family and/or friends
- assisted young people to develop positive attitudes and behaviours in their relation to others, including staff and support services

- challenged a young person's unacceptable behaviour, including:
 - outlining options and opportunities to change
 - writing reports on incidents that have arisen from risk-taking or unacceptable behaviour
- produced reports detailing the appropriateness and effectiveness of the use of behaviour management strategies
- carried out intervention strategies based on analysis of situation and organisation policies and procedures.

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:

- organisation's policies, guidelines and procedures
- relevant statutory responsibilities related to management of and support for young people, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- support services and specialists and their guidelines for access and service provision
- aspects of behaviour and development related to children and young people's social development, behaviour and relationships
- relevant cultural practices and customs of the community and the client profiles
- causes of conflict and appropriate defusing responses
- appropriate restraining techniques
- negotiation techniques to divert and minimise aggressive behaviour
- observation and information-gathering methods.

Assessment Conditions

Skills must be demonstrated in the workplace.

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.

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

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