



Australian Government

CHCPRT034 Work with children and young people with complex trauma and attachment issues and needs

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, 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 families 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 or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Child Protection

Unit Sector

Community Services

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

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

PERFORMANCE CRITERIA

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

- 1.1. Identify sources of information about the child or young person.
- 1.2. Gather accurate information about the child or young person's developmental history, and the child-rearing practices and values of the cultural group to which the child or young person belongs.
- 1.3. Interpret and analyse gathered information to determine

- impact of culture, family, home and community on the developmental history of the child or young person.
 - 1.4. Document detailed summary of developmental history and analysis.
- 2. Identify developmental issues.
 - 2.1. Review child or young person's developmental trends impacting on current behaviours.
 - 2.2. Recognise variations in normal development in the child or young person.
 - 2.3. Identify indicators how developmental delays and attachment disorder may have impacted on the developmental progress of the child or young person.
 - 2.4. Recognise issues associated with child or young person's behaviours that indicate lack of attachment.
 - 2.5. Recognise behaviours of child or young person that indicate lack of personal safety skills.
- 3. Identify indicators of trauma in children and young people.
 - 3.1. Access and accurately interpret available current information to maintain knowledge of the indicators of trauma.
 - 3.2. Assess vulnerability of child or young person as a consequence of violence, abuse and neglect.
 - 3.3. Identify extent of child or young person's positive experiences of stable, sensitive, loving and stimulating relationships and environments.
 - 3.4. Clarify extent and duration of trauma.
 - 3.5. Develop strategies to ensure that interventions do not exacerbate child or young person's trauma.
- 4. Provide support to families impacted by trauma and violence.
 - 4.1. Encourage families and carers to seek and accept support to manage their own emotional responses.
 - 4.2. Listen calmly to information provided by child or young person and their families and carers and provide reassurance in line with the situation and child or young person's age and stage of development.
 - 4.3. Encourage child or young person to talk about all aspects of the traumatic experience and its aftermath, as an open, accepting and reassuring listener.
 - 4.4. Monitor developmental and educational progress of child or young person in line with their developmental stage and needs, and 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 organisational policies and procedures, legislation and work role.

Foundation Skills

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

Unit Mapping Information

Supersedes and is equivalent to CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs.

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 CHCPRT034 Work with children and young people with complex trauma and attachment issues and needs

Modification History

Not applicable.

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:

- work with one or more children or young people, and their families, or others identified by the child or young person to:
 - review developmental progress
 - identify indicators of trauma or attachment disorder
 - ensure interventions do not exacerbate trauma
 - assist the child or young person in talking about their experience and ways to prevent the likelihood of further occurrences.

Knowledge Evidence

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

- factors that influence positive outcomes:
 - sense of belonging to home, family and community and strong cultural identity
 - positive and supportive peer groups
- stages of child development and indicators of trauma associated with stages of development and adverse childhood experiences (ACEs)
- cultural values and child-rearing practices and their potential impact on children and young people
- risks to healthy child development:
 - exposure to family and domestic violence, alcohol and substance abuse and other addictive behaviours
 - mental health issues, including self-harm and suicide attempts
 - disability and complex medical needs
 - chronic neglect
 - compounded and unresolved experience of inter-generational abuse and trauma, and loss and grief
 - sexual abuse
 - chaotic household and lifestyle
 - attachment disorder indicators

- poverty, financial hardship, unemployment, problem gambling and homelessness.

Assessment Conditions

Skills must be demonstrated in a child protection service, under supervision and must involve working with a child under supervision.

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

Assessment must ensure:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational standards, policies and procedures
- opportunities for engagement with children, young people, carers and families.

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

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