



Australian Government

CHCPRT037 Support the progress and positive development of young people demonstrating anti-social behaviours

Release: 1

CHCPRT037 Support the progress and positive development of young people demonstrating anti-social behaviours

Modification History

Not applicable.

Application

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

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

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

Unit Sector

Community Services

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Maintain supportive contact with children and young people.

PERFORMANCE CRITERIA

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

- 1.1. Interact with children and young people in a fair, and strength-based positive manner.
- 1.2. Use communication strategies with children and young people to support effective interaction and problem-solving.
- 1.3. Recognise cultural sensitivities and adapt style and language to accommodate cultural values and practices.
- 1.4. Identify potential causes of conflict and use effective defusing responses.

- 1.5. Use negotiation techniques to divert and minimise aggressive behaviour.
 - 1.6. Examine cause and effect and encourage responsibility and accountability for behaviour and its outcomes.
2. Monitor needs, risks and progress of children and 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 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 consistent with the issues and their seriousness.
 - 2.5. Make decisions on actions that are consistent with all available evidence and organisational policies and procedures.
 - 2.6. Seek specialist advice and make referrals where required to meet the needs of children and young people.
3. Provide positive opportunities for behaviour change.
 - 3.1. Encourage and assist children and young people to maintain contact with family, friends and support according to services and resources available.
 - 3.2. Support contacts between children and young people and networks in the community according to organisational procedures.
 - 3.3. Refer children and young people and family to community services and suitable specialists according to the nature and urgency of needs.
 - 3.4. Make and support contact with family and friends and supporters in accordance with children and young people interests, and organisational policies and procedures.
 - 3.5. Assist children and young people to develop and maintain positive attitudes and relationships with staff, services, agencies, personal supporters from cultural groups including traditional elders, youth workers, respected members of the young person's community, and cultural, sporting and associations.
 - 3.6. Encourage and support the development of self confidence in children and young people.
 - 3.7. Encourage children and young people to develop positive healthy relationships with others.
4. Assist children and 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 techniques to redirect behaviour according to organisational policies and procedures.
- 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 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 and assertive behaviour.
- 4.7. Carry out intervention strategies according to an analysis of the situation and organisational policies and procedures.
- 4.8. Use opportunities to acknowledge and reward positive progress in behaviour and relationships.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	• produce reports in line with organisational policies and procedures.
Oral communication skills to:	• negotiate and defuse potentially critical situations.

Unit Mapping Information

Supersedes and is equivalent to CHCPRT013 Support the progress and development of young people.

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 CHCPRT037 Support the progress and positive development of young people demonstrating anti-social behaviours

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:

- observe and monitor behaviour of at least two children and young people for potential conflict and aggressive behaviour
- communicate and interact effectively with at least three children or young people, including:
 - defusing potential causes of conflict
 - using negotiation techniques to divert and minimise aggressive behaviour
 - encouraging responsibility and accountability for behaviour and its outcomes
- use strategies to minimise inappropriate or aggressive behaviour of children or young people
- seek specialist advice and make referrals
- encourage children or young people to maintain and develop support networks, including making contact with family and friends
- assist at least two children or young people to develop positive attitudes and behaviours in their relation to others, including staff and support services
- address a child or 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
- produce at least two reports detailing the appropriateness and effectiveness of the use of behaviour management strategies
- carry out at least two intervention strategies based on analysis of situation and organisation policies and procedures.

Knowledge Evidence

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

- organisational policies, guidelines and procedures
- relevant statutory responsibilities related to management of and support for children and young people, court orders, code of conduct, organisation procedures, criminal justice codes, 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
- cultural practices and customs of the community relevant to the child or young person's profile
- causes of conflict and defusing responses
- techniques for:
 - addressing situations of unacceptable behaviour
 - redirecting behaviour
 - minimising risk
- negotiation techniques to divert and minimise aggressive behaviour
- observation and information gathering methods.

Assessment Conditions

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 and families.

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

Links

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