



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS335A Support students with additional needs in the classroom environment

Release: 1

CHCEDS335A Support students with additional needs in the classroom environment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by a teacher aide to support students with additional needs in classrooms where there are students with a mix of abilities and needs

Application of the Unit

Application

The application of this unit will depend on the work roles and responsibilities and requirements of the work environment

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Work with others to support students with *additional needs*

- 1.1 Demonstrate understanding of own role and responsibilities in relation to students and a range of additional needs
1.2 Identify roles and responsibilities of *others involved*
1.3 Cooperate with others in support of students
1.4 Share information with others to facilitate student support and does this in accordance with *relevant procedures, guidelines and protocols*

2. Support individual students with additional needs

- 2.1 Show respect, empathy, acceptance for individual differences in dealings with students
2.2 Encourage students in ways which promote their positive self concept and esteem
2.3 Use language, equipment, materials and strategies suited to the student
2.4 Apply simple task analysis as necessary to assist students with additional needs
2.5 Identify the role, purposes and content of *individual education programs* to address additional needs
2.6 Follow individual education programs planned by teachers for particular students, and recommend amendments as appropriate

ELEMENT**PERFORMANCE CRITERIA**

3. Assist with classroom programs to support students with additional needs

- 3.1 Use knowledge of *classroom strategies and programs* used to support students with additional needs
- 3.2 Identify and follow classroom strategies and programs used to support particular students
- 3.3 Assist with the modification of general activities to particular needs where necessary
- 3.4 Assist with whole class activities as directed by teacher
- 3.5 Use behaviour management strategies and techniques appropriate to the students and as directed by teacher and others
- 3.6 Take appropriate steps, if required, to maintain personal safety of self and others

ELEMENT**PERFORMANCE CRITERIA****4. Contribute to learning opportunities**

- 4.1 Identify strategies used by teachers to encourage problem solving by students and support strategies appropriately as required of teacher aide
- 4.2 Identify strategies used by teachers to assist development of independence and social skills in students and support strategies appropriately as required of teacher aide
- 4.3 Notice and take opportunities to encourage and support incidental learning by students
- 4.4 Provide constructive advice and feedback to students
- 4.5 Where appropriate, provide suggestions to teachers or other members to improve learning opportunities of students

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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 identified work role

These include knowledge of:

- Basic knowledge and understanding of wide range of additional needs and their implications for students' learning
- Individual education programs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide support in relation to at least two main areas of additional needs
- Undertake proactive approach to assisting students

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - communication
 - problem solving

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should be on the job and/or related to actual workplace evidence
- Simulated situations and hypothetical questioning may be used as a supplement to such assessment if this is necessary to enable the trainee/teacher aide to demonstrate all aspects of the competency
- In order to establish consistency of performance, evidence should be collected over a period of time, across a range of events

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - appropriate documentation and resources normally used in the workplace
- Method of assessment may include:*
- Observation of work performance
 - Written tasks
 - Interview and questioning
 - Authenticated portfolio/log book
 - Supporting statement of supervisor/s
 - Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Additional needs may be due to:

- Cultural background
- Education background
- Family issues
- Giftedness
- Intellectual disabilities
- Language impairment
- Learning difficulties
- Non-English speaking background
- Other medical conditions
- Physical difficulties
- Psychiatric disorders
- Psycho-emotional disorders
- Sensory disabilities
- Socio-cultural disadvantage

Others involved may include:

- Carer
- Class teacher
- Guidance officer
- Occupational therapist
- Physiotherapist
- Social worker
- Speech pathologist
- Support teacher
- Teacher aide medical personnel

RANGE STATEMENT

Relevant procedures, guidelines and protocols may include:

- Confidentiality, right to privacy

Individual education programs may include:

- Communication and speech
- Gross and fine motor skills
- Individual and class social skills
- Key work signing
- Life skills
- Literacy
- Numeracy

Classroom strategies and programs may include:

- 'Buddy' support systems
- Cross curricular teaching
- Multi-level teaching
- Peer modelling
- Peer tutoring
- Small group, 1:1 instructional tutoring
- Vertical grouping

Unit Sector(s)

Not Applicable