



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS417A Facilitate learning for students with disabilities

Release: 1

CHCEDS417A Facilitate learning for students with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the underpinning skills and knowledge required by education support workers to effectively contribute to learning experiences for students with a range of disabilities

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

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. Comply with policies, procedures and legislation addressing work with students with disabilities

- 1.1 Identify legislative requirements
- 1.2 Use work practices that meet requirements of *policies, procedures and legislation* related to working with students with *disabilities*
- 1.3 Review conduct in compliance with policies, procedures and legislative requirements
- 1.4 Undertake *communications with parent/guardian / carer* in accordance with responsibilities of the role and within organisation policies

2. Demonstrate inclusive practices

- 2.1 Use accurate and non-discriminatory language
- 2.2 Include all students in group activities
- 2.3 Display respectful interactions with all students
- 2.4 Ensure all students have access to a safe *learning environment*
- 2.5 Demonstrate value for the rights and opinions of all students

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 3. Identify implications of student learning | 3.1 Identify and describe the nature of a range of disabilities |
| | 3.2 Explain the <i>effects</i> of a range of disabilities on student development and learning |
| | 3.3 Discuss the <i>implications</i> of an identified disability |
| 4. Provide support to the teacher of students with disabilities | 4.1 Use <i>knowledge of students</i> to assist teacher set goals for the student |
| | 4.2 Gather and record data as directed by the teacher |
| | 4.3 Develop <i>support strategies</i> for individuals to enable the achievement of learning goals |
| | 4.4 Identify, prepare and maintain <i>resources</i> to support the delivery of education programs |
| 5. Contribute to an education adjustment profile for students with disabilities | 5.1 Raise awareness of social and academic <i>barriers</i> for students with disabilities |
| | 5.2 Provide observations to inform <i>education adjustment profile</i> |
| | 5.3 Contribute to education adjustment profile meetings |
| | 5.4 Implement the education program |

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:

- Relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support and anti-discrimination
- Basic understanding of at least four (4) disabilities
- Implications for learning of one (1) disability
- Accurate language relevant to the range of disabilities
- Organisation processes for provision of support to students with disabilities
- Support appropriate to a variety of learning situations for students with disabilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply broad knowledge of a range of disabilities and the ways they affect development and learning
- Demonstrate understanding of the effects of one disability on effective classroom practice
- Implement education adjustment with understanding of its application

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 the identified work role

These include the ability to:

- Communicate effectively using a range of inclusive skills (verbal, non-verbal, written, electronic)
- Maintain confidentiality
- Participate in team work

REQUIRED SKILLS AND KNOWLEDGE

- Take observations and maintain records
- Problem solve and self manage
- Use adaptive and/or mobility equipment

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
- This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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

EVIDENCE GUIDE

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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.

Policies, procedures and legislation may include:

- National, state/territory and local government legislative requirements affecting the education setting operation
- Disability standards for education
- Copyright legislation
- Privacy legislation
- Freedom of Information legislation
- National and/or international standards
- Awards, enterprise agreements and/or relevant industrial instruments
- The educational organisation's processes (e.g. goals, values, systems, policies, procedures, reporting etc)

Communications with parent/guardian/carer may include:

- Face-to-face meeting
- Telephone calls
- Informal conversations
- Written communications (paper/electronic)

Learning environment should :

- Be safe and supportive
- Be relevant to the cultural context of student learning
- Encourage community engagement and participation
- Encourage students to actively engage in learning
- Be relevant, flexible and inclusive
- Demonstrate diversity and provide social justice

RANGE STATEMENT

Disabilities may include:

- Autism spectrum disorder
- Hearing disability
- Intellectual disability
- Physical disability
- Speech language disability
- Vision disability
- Multiple disabilities
- Health related disabilities

Effects may include varied levels of :

- Social skills
- Motor skills
- Risk taking skills
- Emotional development
- Behaviour
- Growth
- Cognitive development
- Reliance on one sensory input
- Communication skills
- Identity awareness

Implications for classroom teaching and learning may include:

- Adjustments to teaching and learning programs
- Redesign of the learning environment
- Alternate teaching strategies
- Personal support requirements
- Provide and use assistive technology and equipment
- Flexible timeframes
- Behaviour support strategies
- Health and safety issues
- Contingency planning
- Specialist support staff contributions
- Use of an inclusive curriculum

RANGE STATEMENT

Knowledge of students may include:

- Preferences and interests
- Impact of disability on learning
- Future goals
- Communication style
- Changing health status
- Achievements
- Challenges
- History

Support strategies may include:

- Peer support
- Small group and individual support/teaching
- Interpreting/transliterating
- Note taking
- Volunteer tutoring
- Activities designed by a specialist
- Use of assistive technologies
- Vocational learning opportunities
- Social learning opportunities

RANGE STATEMENT

Resources may include:

- Large print texts
- Braille machines
- Embossers
- Specialised computer hardware and software
- Wheelchairs and mobility equipment
- Headphones
- Sensory materials
- Personal care equipment
- Hoists
- Signs
- Visual displays
- Games, puzzles, activities to meet specific needs
- Interpreters
- Mattresses and linen
- Health related equipment
- Specialist support workers
- Daily communication books
- Positioning equipment
- Specialised furniture
- Communication equipment

Education adjustment profile refers to:

- A profile based on a questionnaire focusing on strategies workers use to support a student with disabilities
- Education Adjustment Program (EAP) is a system (in Queensland) identifying and responding to the educational needs of students with disabilities

Cultural diversity refers to:

- The range of knowledge, skills and experience brought to a situation by all members of the group
- The range of perspectives, responses and ideas possible within a diverse group

Contextualisation may include:

- Relating materials to specific localities, times, histories
- Relating materials to students current understanding and knowledge base

RANGE STATEMENT

- Delivery strategies may include:*
- Classroom teaching
 - Formal and informal learning
 - Self directed learning
 - Play based learning
 - Flexible learning
 - Supported learning
 - E learning
 - Individual and group work
 - Third party delivery
 - External studies
 - Local contextualisation
 - Meaningful learning
 - Culturally appropriate learning
 - Strategies devised with the teachers to improve a student's access to learning
 - Use of appropriate resources

- Barriers to learning may include:*
- Cultural barriers
 - Communication methods
 - Physical, social, emotional, intellectual disability
 - Socioeconomic barriers
 - Language barriers
 - Literacy and numeracy skills
 - Self-esteem
 - Self confidence
 - Family circumstances
 - Health and safety
 - Self efficacy
 - Attendance

Unit Sector(s)

Not Applicable