



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS421A Provide support to students with hearing disabilities

Release: 1

CHCEDS421A Provide support to students with hearing disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to contribute effectively to learning experiences for students with hearing 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. Identify ways hearing disability affects a student's development and learning

- 1.1 Apply understanding of the nature and causes of hearing disability
- 1.2 Use correct terminology relating to hearing disability
- 1.3 Explain *ways hearing disability can affect student development and learning*
- 1.4 Implement *effective teaching practices* to maximise learning opportunities for students with a hearing disability

2. Provide individual support for students with a hearing disability

- 2.1 Access information regarding the student's needs as determined by *teachers and other professionals*
- 2.2 Assist with facilitation of *considerations*
- 2.3 Position student to ensure he/she can see the teacher, teacher space, and most other class members
- 2.4 Use strategies determined by the education team to support the student's acquisition of language skills
- 2.5 *Manage listening devices*

ELEMENT**PERFORMANCE CRITERIA****3. Scribe for students with a hearing disability**

- 3.1 Establish need for a scribe with supervising teacher/s
- 3.2 Accurately analyse and note relevant information
- 3.3 Ensure *notes are structured* for ease of student access
- 3.4 Confirm effectiveness of note taking with student

4. Establish strategies to alert students with a hearing disability to emergency situations

- 4.1 Discuss appropriate signals to inform students with a hearing disability of emergencies
- 4.2 Ensure students with a hearing disability understand the meaning of emergency warning signals
- 4.3 Ensure peers can implement emergency warning procedures for students with a hearing disability
- 4.4 Ensure students with hearing impairment are familiar with *evacuation and lockdown procedures*

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:

- Effects of hearing loss on development and the ability to learn
- Appreciation of the culture of the deaf community
- The difference between Auslan and signed English and their uses
- Needs of the student with a hearing disability
- Commonly used technology
- Role of the scribe or interpreter

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate and apply knowledge of causes of hearing disability
- Work with understanding of the effects of hearing disability on listening, language development, speech, communication and learning
- Use strategies in a learning environment to support students with a hearing disability
- Be aware of emergency procedures used in the education facility

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 using a range of inclusive and active language and literacy skills (e.g. verbal, non-verbal, written and electronic mediums)
- Maintain confidentiality
- Display teamwork skills

REQUIRED SKILLS AND KNOWLEDGE

- Use observation and record-keeping skills
- Display management skills
- Use problem solving skills
- Manage listening devices

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.

Hearing disability can affect student development and learning of:

- Communication skills
- Language
- Listening skills
- Speech
- Learning skills
- Social interaction skills

Effective teaching practices may include:

- Design the learning environment to minimise noise
- Positioning of students with a hearing disability to:
 - maximise use of residual hearing
 - enable use of other senses (e.g. sight)
- Assessment and delivery adjustments
- Use additional resources (visual or human)
- Use strategies to enable language acquisition

Teachers and professionals involved may include:

- Class teachers
- Teachers of students with a hearing disability
- Speech-language pathologists
- School counsellor/guidance officer
- Support teachers
- Audiologists

RANGE STATEMENT

Considerations to support students with a hearing disability may include:

- Repeating and rephrasing verbal information
- Checking for understanding of information
- Clarify and explain misunderstandings
- Model correct language use
- Encourage a range of communication skills (non-verbal)
- Stand in front of the student
- Use strategies suited to the students preferred learning style
- Allow extra time for tasks
- Model appropriate social behaviour
- Avoid generalisations regarding students with a hearing disability

Manage listening devices may include:

- Understanding how to turn devices on and off
- Recognise technical problems
- Change batteries
- Preventative measures (e.g. take device off when student is swimming)
- Refit a device
- Advise parents of difficulties

Analysis of information may include:

- Understanding the student's needs
- Providing accurate and informative notes

Notes are structured may include:

- Paragraphs
- Dot points
- Diagrams
- Headings and sub headings
- Columns and tables
- Abbreviations agreed with the student

RANGE STATEMENT

Strategies to alert students with a hearing disability to emergency situations may include:

- Flashing lights
- Ensure all students can make and understand emergency signals
- Provide all students with signals to assist students with a hearing disability respond to directions, environmental changes, traffic etc
- Use sirens that emit a warning signal that moves through a range of tones

Evacuation and lockdown procedures includes:

- Evacuation:
 - respond to a siren, alarm, sign, signal
 - leave building by nearest exit
 - leave belongings behind
 - follow displayed routes
 - walk quickly to assembly area
 - remain in designated area until accounted for
- Lockdown:
 - respond to a siren, alarm, sign, signal
 - close/lock doors and windows
 - block vents
 - stay calm
 - wait for all clear

Unit Sector(s)

Not Applicable