



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS424B Facilitate learning for students with intellectual disabilities

Release: 1

CHCEDS424B Facilitate learning for students with intellectual disabilities

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS424A Facilitate learning for students with intellectual disabilities	CHCEDS424B Facilitate learning for students with intellectual disabilities	Unit updated in V4. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to support a student with an intellectual disability, either in a special school or in mainstream classes

This unit provides knowledge of intellectual disability and its impact on students' learning and skills for the support worker to scaffold the students' learning and to increase opportunities for students to self advocate

Application of the Unit

Application

This unit applies to education support work in a variety of education contexts

It addresses strategies for working with students with intellectual disabilities across all phases of schooling

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

Pre-requisite

This unit must be assessed after achievement of the following related unit of competency:

- CHCEDS417A Facilitate learning for students with disabilities

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. Take into account ways in which *intellectual disability* can affect students' development and learning

1.1 Work with understanding of the nature and *causes of intellectual disability*

1.2 Identify and explain ways in which *intellectual disability can affect student learning*

1.3 Identify and explain the *implications of intellectual disability for effective teaching practices*

1.4 Identify limitations in *adaptive skills* affecting students with intellectual disability

1.5 Explain *effects of limited adaptive skills on student learning*

ELEMENT**2. Support students with intellectual disabilities****PERFORMANCE CRITERIA**

2.1 Contribute to setting goals for the student/s as part of *the education team*

2.2 Contribute to identifying the educational support needs of students

2.3 Provide opportunities for students to develop improved communication skills and self-advocacy abilities

2.4 Provide students with opportunities to make choices and to take risks

2.5 Provide support, as planned with teacher/s, to enable student/s to actively participate in educational programs

2.6 Provide activities and support to encourage the development of age-appropriate social skills

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 demonstrated knowledge and understanding of:

- Intellectual disability, its causes and effects
- The impact of intellectual disability on the student and their parents and caregivers
- Support appropriate to a variety of learning situations for students with intellectual disability
- Specific tools and processes used to gather information related to adjustments made for students with intellectual disabilities
- Roles and responsibilities of all members of the education team

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work effectively with students with intellectual disabilities, their parents/caregivers and teachers
- Apply knowledge of a range of strategies for supporting students with intellectual disabilities within the context of the learning environment

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:

- Use language and literacy to effectively and appropriately communicate using a range of verbal, non-verbal, written and electronic mediums
- Use inclusive language
- Maintain confidentiality
- Work effectively as part of a team

REQUIRED SKILLS AND KNOWLEDGE

- Undertake observation and record-keeping
- Use initiative
- Apply problem solving skills
- Demonstrate technical skills to use adaptive equipment required by students
- Use technical skills to adapt educational resources to meet the needs of students with intellectual disability

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 may be assessed either on the job or off the job through an appropriate workplace simulation
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

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
 - Assessment requires access to
 - a workplace environment or
 - one that closely resembles normal work practice and replicates the range of conditions likely to be encountered in an educational context in which students with intellectual disability are enrolled
 - current principles of practice applicable to the candidate's work environment in relation to students with intellectual disability
 - scenarios that require participants to address a range of situations and behaviours to achieve a specific outcome
 - Key aspects of the assessment context for closely replicating a workplace include:
 - role plays and simulations where the 'student' is able to accurately replicate behaviours likely to be exhibited by a student with an intellectual disability in a learning environment

EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
 - case studies
 - demonstration
 - observation
 - questioning - oral and written
 - scenarios, simulation or role plays
 - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
 - people in rural and remote locations
 - people with disabilities
 - people from culturally and linguistically diverse backgrounds
 - Aboriginal and Torres Strait Islander people
 - women
 - young people
 - older people

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.

RANGE STATEMENT

Educational support needs of students may be identified:

- As part of a specific program for identifying and responding to the educational needs of students with disabilities (such as the *Education Adjustment Program* in Qld)
- Using a standard questionnaire or profile to gather information about adjustments school personnel make to support students with disabilities in school

Legislation, policies and standards relevant to the educational institution and sector may include:

- National, State/territory and local government legislative requirements affecting the institution's operation, especially in regard to the provision of education, occupational health and safety and environmental issues, disability, anti-discrimination and industrial relations
- Disability Standards for Education 2005
- 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:
 - goals, values, objectives, plans, systems and processes
 - strategic, operational and workforce plans
 - ethical and professional standards
 - principles of practice
 - education system's/school's service standards
 - quality and continuous improvement processes and standards
 - confidentiality requirements
 - reporting requirements

RANGE STATEMENT

Intellectual disability refers to:

- Intellectual disability is a state of functioning that begins in childhood and is characterised by limitations in both intelligence and adaptive skills
- Intellectual disability reflects the 'fit' between the capabilities of individuals and the structure and expectations of their environment
- The American Association on Mental Retardation (AAMR) has developed an internationally accepted definition using the term 'mental retardation', which is still current in the United States
In Australia the preferred terms are 'intellectual disability' and 'intellectual impairment'
- According to AAMR, mental retardation refers to substantial limitations in present functioning
It is characterised by:

(i) significantly below average intellectual functioning, existing concurrently with

(ii) related limitations in two or more of the adaptive skill areas:

- communication
- home-living
- community use
- health and safety
- leisure
- self care
- social skills
- self-direction
- functional academics
- work

(iii) intellectual disability manifests before age 18

- NOTE: there is as much diversity of characteristics, abilities and needs among people with intellectual disability as there is within the regular population

RANGE STATEMENT

Adaptive skills are:

- Those everyday coping skills that students need in order to take care of themselves and to relate to others in daily living and include:
 - communication - the process of giving and receiving information
 - life skills - those required to manage in the environment
 - community use - ability to access community facilities
 - health and safety skills relate to maintaining personal well being
- students with intellectual disabilities need to be explicitly taught these in appropriate settings
- leisure skills - ability to use free time to pursue personal interests:
 - the purpose of teaching leisure skills is to provide students with skills to be active participants in a variety of leisure pursuits
- self care skills - as required to maintain personal hygiene and appearance:
 - these need to be taught in a structured manner
 - for example, students need to understand what clothing is appropriate in different social contexts
- social skills - interpersonal skills considered appropriate in various settings:
 - they impact on the ability to form friendships and need to be taught in a structured way
- self-direction skills
- functional academics - school subjects that have direct application to skills needed in everyday living
- work skills need to be developed for students to have the opportunity to access work (paid and unpaid)
- Students with intellectual disability have limited functionality in at least two adaptive skill areas

RANGE STATEMENT

Communication difficulties may include:

- Understanding language (especially complex sentences, colloquialisms and words with more than one meaning)
- Learning the rules of language (e.g. grammatical constructions, appropriate language for specific situations)
- Using language for a variety of functions (e.g. asking questions, stating information)
- Producing speech (e.g. students with Down Syndrome may have poor muscle tone which makes their speech hard to understand
It is important not to judge a student's understanding solely by that student's ability to speak)
- Some students may need to use other communication methods such as signs, gestures, object symbols, picture boards and voice output communication aids
- Students with no functional speech may access an alternative communication system while those who need to supplement their speech may be provided with augmentative communication equipment

Life skills may include:

- Organising skills
- Clothing care
- Food preparation
- Home safety
- Daily scheduling
- Planning to budget and shop

Community use skills may include:

- Using public transport
- Shopping
- Using public facilities
- Appropriate behaviour
- Participation in community groups e.g. guides, scouts, church

RANGE STATEMENT

Health and safety skills may include:

- Appropriate diet
- Illness identification and treatment
- Basic first aid
- Fitness
- Personal safety
- Appropriate behaviours
- Road safety
- Sexuality

Leisure related skills may include:

- Appropriate behaviour in leisure settings
- Home and community leisure
- Playing socially with others
- Indicating choices and needs
- Turn-taking

Self care skills may apply in areas such as:

- Eating
- Dressing
- Grooming
- Toileting
- Hygiene

Social skills may include:

- Eye contact
- Listening
- Cooperation
- Turn taking
- Showing concern for others
- Recognising and responding to emotions

Self-direction skills include:

- Making choices
- Problem solving
- Being assertive
- Initiating or completing activities
- Planning
- Following a timetable
- Seeking assistance when needed

RANGE STATEMENT

Functional academics include:

- Reading
- Writing
- Numeracy
- Social sciences (for example, a student's maths program may focus on addition and subtraction in relation to the use of money as this will have lifelong practical application)

Work skills include work-related behaviours such as

- Completing tasks
- Following schedules
- Seeking help
- Self management
- Interacting with co-workers
- Job-specific competence
- Employability skills

Causes of intellectual disability may include:

- Intellectual disability is caused by factors that affect brain functioning, for many people the cause being unknown
- Hain and Harris (1996) list known causes as:
 - anomalies in chromosomes or genes (e.g. Down syndrome)
 - extremely premature birth (e.g. where brain damage may result from lack of oxygen)
 - pregnancy problems (e.g. mother develops rubella in early pregnancy or effects of drug-alcohol use)
 - illness (e.g. meningitis, measles)
 - injury (e.g. acquired brain injury)
 - environmental (e.g. lead pollution)

RANGE STATEMENT

Intellectual disability can affect student learning in ways which include:

- The learning process presents significant challenges for students with intellectual disability
- Students are slower to learn and generally experience difficulty in the areas of:
 - attention - students with intellectual disability may need to be taught in a structured manner to pay attention to a task
 - thought processing - students may have difficulty with:
 - speed and organisation of thought processes
 - forming logical sequences of ideas
 - interpretation of symbolic and abstract concepts
 - linking new information with previous knowledge or experiences
 - perseveration (repetition of speech or behaviour)
 - memory - students with intellectual disability may have difficulty retaining and recalling information
 - perception - students with intellectual disability may have difficulty registering information through a particular sensory mode and making meaning from what has been perceived
 - generalisation - students with intellectual disability have considerable difficulty transferring skills learned in one situation to another and need to be taught how to generalise learned skills from one context to another

RANGE STATEMENT

Implications of intellectual disability for effective teaching practices include:

- The need to make adjustments to meet individual student requirements
- Provision of resources designed to meet specific needs
- Planning and working with parents/caregivers, support and specialist personnel
- Possible need for additional health and safety strategies
- Need to plan for use of realistic learning environments
- The use of multi-sensory approaches to learning activities

RANGE STATEMENT

Specific teaching strategies may include:

- The student's attention is maximised when:
 - work is interesting and appropriate to the student's level
 - the student's individual learning style is catered for
 - activities are broken into achievable steps
 - the key features of an item or situation are explicitly taught
 - a quiet work area is provided for learning new work or completing difficult work
 - frequent and specific feedback is given
- Student thought processes may be supported by:
 - providing short, clear instructions
 - checking for student understanding
 - ensuring consistent use of language, teaching and behaviour support strategies
 - allowing 'wait' time for students to process thoughts
 - use of visual/pictorial supports
 - use of concrete materials, e.g. blocks for counting
 - provision of one-to-one instruction
- Student's ability to remember may be supported by:
 - use of visual supports such as word lists, pictorial timetable, or self management charts
 - use of verbal and gestural prompts
 - use of music or rhyme (e.g. learn required facts to a jingle)
 - building in opportunities for frequent practice
 - encouraging the use of a diary

continued ...

Specific teaching strategies (contd):

- Students may be assisted to generalise by:
 - creating real-life or life-like environments
 - use of a range of concrete materials
 - use of role play
 - development of contingency plans (e.g. carrying coins/phone card for the unexpected)
 - practising the same skill with different people in different places
- Students with perceptual difficulties may be assisted

RANGE STATEMENT

by:

- use of as many sensory modes as possible to reinforce learning (e.g. studying a country - include music, costume making, cooking, dance)
- use of one-to-one instruction
- use of short, clear instructions
- linking abstract learning (e.g. reading and writing) to actual concrete experiences in the student's recent past
- presenting paper tasks in simple, uncluttered formats (e.g. not too much information on the page)
- provision of visual support
- use of real-life or life-like situations wherever possible (e.g. study plants in the garden or the bush rather than at a desk)
- Opportunities for developing improved communication skills may include:
 - incorporating reasons to communicate in daily routines
 - specific teaching of vocabulary, grammar, appropriate responses in specific situations that relate to the student's peer group and interests
 - teaching the student listening skills
 - providing sufficient time for processing received information
 - providing a choice of responses e.g. 'Are you hot, or are you angry?' or 'Do you want help, or can you do it?'
- Self-advocacy abilities are developed with self-esteem, communication skills, and the ability to understand one's own needs and emotions
 - skills in self-advocacy need to be explicitly taught using a person-centred approach

RANGE STATEMENT

Effects of limited adaptive skills on student learning may include:

- Being unable to make oneself understood and therefore not being able to demonstrate knowledge and understanding
- Being conditioned to follow instructions rather than make choices for oneself
- Learned helplessness
- Limited ability to care for self and manage time and belongings
- Limited ability to understand and communicate emotional and physical needs which may lead to behaviours of concern caused by frustration – as a consequence such students are sometimes denied the full range of learning opportunities provided to other students

Students may be assisted to develop adaptive skills by:

- Provision of specific instruction and training in particular adaptive skill areas
- Using opportunities to practice newly acquired skills throughout the day
- Provision of role play activities to explore social situations and relationships
- Development of self-esteem through:
 - experiences of success
 - being encouraged to positively assert oneself
 - being treated in an age-appropriate way
 - fostering a positive awareness of difference
 - support to be involved in regular age-appropriate experiences
 - acceptance and respect

(Adapted in part from the Down Syndrome Association Queensland kit: *Where else but here?*)

- The student's age, abilities and environment will influence the adaptive skills to be taught

RANGE STATEMENT

An education support worker may support a student with intellectual disability by:

- Assisting with establishing and maintaining a supportive environment which is emotionally, socially and physically inclusive of diversity
- Contributing information to teacher/s planning
- Scaffolding students' acquisition of language and extension of vocabulary
- Supporting the student's involvement in teaching and learning through student groupings (e.g. Creating supportive relationships between more and less able students)
- Utilising strategies which respond to the student's learning styles, characteristics and needs, as developed with the teacher/s
- Assisting with the development of teaching materials which are adapted to the student's needs
- Using positive behaviour support strategies

A supportive environment is one that creates a sense of belonging for all students by:

- Accepting and valuing difference
- Facilitating academic and social development
- Supporting student risk-taking by encouraging them to 'have a go' (e.g. praise for working through the process of an activity even if outcome is not correct)
- Defining, modelling and reinforcing appropriate behaviour

A critical element of a supportive environment is the positive attitude of teachers, education support workers, students and parents

To help develop positive attitudes within the school environment:

- Share student successes
- Demonstrate a positive approach
- Focus on what students CAN do rather than on what they CAN NOT do
- Expect ALL students to develop and progress
- Allow students with intellectual disabilities to face challenges
- Promote the rights of all students

RANGE STATEMENT

- Provide access to a range of experiences
- Encourage peer interaction

The education team may include:

- Teachers
- Parents/caregivers
- Nurses
- Doctors
- Specialists
- Therapists
- Speech/language pathologists
- Guidance officers
- Education support workers
- Students (where practical)

Unit Sector(s)

Not Applicable