



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS427A Facilitate learning for students with physical disabilities

Release: 1

CHCEDS427A Facilitate learning for students with physical disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by education support workers to contribute effectively to learning experiences for students with physical disabilities

This unit provides knowledge of physical disability and its impact on students' learning and provides participants with skills to scaffold students' learning, to enhance students' access to learning opportunities and to ensure physically impaired students' needs are met using the most suitable resources available

Application of the Unit

Application

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

This unit applies to supporting students with permanent physical disabilities, as distinct from temporary or transient disability where students may need additional support for a short time

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 *physical disability* can affect students' development and learning

- 1.1 Work with understanding of the nature and *causes* of *physical disability*
- 1.2 Identify and explain ways in which *physical disability can affect student development*
- 1.3 Identify and explain ways in which *physical disability can affect student learning*
- 1.4 Identify and explain the *implications of physical disability for effective teaching and learning*

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 2. Provide individual support for students with physical disabilities | 2.1 Contribute to identifying the needs of individual students in consultation with teachers and other members of the <i>education team</i> |
| | 2.2 Provide <i>personal support</i> as required in line with own work role |
| | 2.3 Identify access issues for students and raise them with appropriate personnel |
| | 2.4 Develop and implement <i>strategies to support student learning</i> are in collaboration with teachers |

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:

- The effects of physical disabilities on students' learning
- Strategies that can be used to support students with physical disabilities in learning
- Principles of inclusive education
- Assembly and use of adaptive equipment used by a student
- Occupational health and safety guidelines for manual handling and hygiene

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate and apply understanding of the causes and effects of physical disabilities
- Provide support for a student with physical disability
- Cooperate with teachers to develop and implement strategies and adjustments to support learning for a student with physical disability

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 speaking and listening skills to consult with teachers and other professionals, to interact with students and parents
- Work with people from diverse backgrounds and abilities
- Apply technology to manage adaptive and mobility equipment
- Undertake effective problem solving
- Use safe and effective manual handling techniques where required

REQUIRED SKILLS AND KNOWLEDGE

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

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 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 physical disability are enrolled
 - appropriate documentation, resources and technologies normally used in such an educational environment
 - principles of practice used within the education organisation
 - scenarios that replicate difficulties experienced by students with physical disabilities and that provide opportunities for participants to problem solve support
- Key aspects of the assessment context for closely replicating a workplace include:
 - various environments in which the 'student' will need access and require personal support
 - learning situations in which the participant is to provide appropriate support to meet the needs of the 'student with a physical disability'

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
 - workplace projects
 - 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

Commonly used terms in the context of physical disability may include:

- Ability:
 - degree of actual power to perform a particular physical or mental task present in an individual
- Adaptive skills/behaviours:
 - everyday coping skills that students need to take care of themselves and to relate to others in daily living
- Attention span:
 - period of attention or concentration given by an individual to particular task or situation
- Augmentative and alternative communication (AAC):
 - modes of communication, apart from speech, which are used to supplement a person's speech (augmentative communication), or to replace a person's speech (alternative communication)
- Classroom environment:
 - conditions within the classroom, or affecting the classroom, which influence the learning situation, including social, physical, physical and psychological aspects
- Disability:
 - any lack or restriction of the ability to perform an activity in the manner or within the normal range
- Generalisation of learning:
 - this occurs when a skill is learned in one situation and applied in another and allows the student to operate effectively across a variety of environments without having to re-learn behaviours each time there is a change
- Handicap:
 - a disadvantage for an individual resulting from impairment or a disability that limits or prevents the fulfilment of a role that is normal for that individual (dependent on age, sex, social and cultural factors)
- Impairment:
 - any loss or abnormality of parts or functioning of the brain or body

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RANGE STATEMENT

Commonly used terms in the context of physical disability (contd):

- Memory:
 - the mental process of retaining and recalling a past act, experience, or impression
- Perception:
 - thinking involved in becoming aware of objects, items, qualities or relations through receiving, processing and interpreting impressions received via the senses
 - to register information through one or more of the sensory modes and to make meaning of it
- Thought processing:
 - allows students to organise incoming information, to make connections between pieces of information and to interpret symbolic and abstract concepts
 - it also allows information to be organised for decision-making, communication and action

Physical disability refers to:

- Physical impairment or disability which affects a person's ability to move or to coordinate and control movement
- It may also involve loss of feeling and/or inability to use certain parts of the body
- Different body systems may be involved:
 - musculoskeletal - involving joints, limbs and associated muscles
 - neurological - involving central nervous system (brain, spinal cord or nerves that run from the spinal cord)

RANGE STATEMENT

Causes of physical disability may include:

- Cerebral palsy
- Spina bifida
- Muscular dystrophy
- Arthritis
- Osteogenesis (brittle bones)
- Congenital malformation of the limbs
- Some acquired brain injury
- Some orthopaedic conditions
- Syndromes
- Accidents which result in brain injury, spinal injury, loss of limbs or severe burns.
- Chronic health problems such as cancer may also affect a student's physical development, resulting in disability

A physical disability may be:

- Present from birth (congenital) or acquired later (e.g. through an accident or illness)
- Progressive or non-progressive (this refers to whether or not the condition increases in extent or severity)

RANGE STATEMENT

Physical disability can affect student development in ways that depend on the specific condition and may include difficulties with:

- The ability to move, initiate movement, control movement and/or coordinate movement
- Gross motor skills - large groups of muscles in the legs, trunk, neck and arms are involved
The ability to control these muscles affects the student's capacity to sit, stand, roll, reach, walk
- Fine motor skills - small muscles in the arms and hand used to perform fine motor skills such as touching grasping and manipulating
- Communication - some students with physical disabilities have difficulties with voice production and may need to use augmentative and alternate methods of communication
- Emotional well being - the impact of a physical disability on the emotional well being of students will be different for each student and will vary according to life stages and their experiences
- Factors which influence a student's self-esteem and emotional status include:
 - personality of the individual
 - severity of the impairment
 - age
 - degenerative conditions
 - acquired conditions
 - family attitude
 - attitude of the school community
 - expectations
- Social skills - social skills are developed gradually as children play, share activities, share interests and share responsibilities
A physical disability may or may not interrupt this development at any or all stages
- Personal care - students with physical disability may need assistance with eating, toileting and other personal needs

RANGE STATEMENT

Physical disability can affect student learning in ways that depend on the specific condition and may include:

- Irregular school attendance:
 - students with physical disability may be absent from school for significant periods of time
 - implications for students can be wide ranging:
 - they miss out on opportunities to learn
 - friendships between peers develop in their absence
 - on return they have to readjust to the school routine
 - they may not be able to keep up with their peers
- Difficulties with access to and from the learning environment
 - these issues may be physical and/or attitudinal and can relate to all aspects of school life:
 - access to classes, eating areas and school grounds
 - classroom set-up
 - portability of learning materials, books and equipment
 - access to library, laboratories, resource centres, computers
 - sporting facilities
 - toilets and change rooms
 - water fountains
 - school tuckshop
 - transport and excursions
 - camps
 - work experience placements
 - school play/concert/other productions
 - social functions
 - emergency evacuations
- Communication difficulties:
 - for the student who has difficulty speaking or is unable to speak:
 - adaptive equipment may be needed
 - student must learn to use the equipment
 - additional time required for oral interactions
 - frustration may develop
 - behaviour may be affected

RANGE STATEMENT

- concentration may not be sustainable for long periods of time

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Effects of physical disability on student learning (contd):

- Communication difficulties:
 - For the student who is unable to write:
 - adaptive equipment may be needed
 - computer programs may be utilised e.g. a variety of software options including voice recognition typing programs
 - student may need a note taker and/or scribe.
 - student may require additional printed resources

Implications of physical disability for effective teaching and learning may include:

- Adjustments to the learning environment in order to facilitate access and to accommodate mobility equipment required by students with physical disabilities
- Use of inclusive practices and an environment that promotes equity and equality
- Personal support requirements, with management of additional adults in the learning environment
- Planning needs to incorporate alternate delivery methods and adaptations to ensure students with physical disability have equitable access to learning
- Education adjustment programs and education adjustment program profiles (or equivalents) may be required for students with physical disabilities
- Provision and use of adaptive technologies and equipment
- Specific supportive behaviour strategies may be required to assist students with physical disabilities to cope with additional frustrations and fatigue
- Timing of activities may need to be flexible
- Raised awareness of health and safety issues in the learning environment
- Contingency planning in place in case of emergency
- The need to take an unbiased, flexible attitude to solving difficulties

RANGE STATEMENT

Strategies to support student learning may include:

- Larger work sheets
- Fewer distracting details on work sheets/posters/wall displays
- Working with a buddy
- Adapted items to handle to assist with grasp (play, number activities, art project)
- Adjustments to games to allow participation
- Technology (modified keyboards, special programs)
- Hand outs or material available in a digital form to alleviate extensive note taking

Strategies that apply to assessment include:

- Adjustments to work sheets
- More time to complete an assignment or exam
- A scribe to write during an exam
- Three years to cover the two year program of years 11 and 12
- Different methods of assessment

Education team may include:

- Class teacher/s
- Principal
- Head of department
- Head of special education services
- Advisory visiting teachers
- Education support workers
- Nurses
- Parents/carers
- Occupational therapist
- Physiotherapist
- Speech-language pathologist

RANGE STATEMENT

Personal support may include:

- Emotional support
- Communication
- Promoting social interactions
- Facilitating the student with physical activities to increase their confidence and independence
- Physical support for the student, including:
 - positioning
 - transfers
 - moving from class to class
 - moving from activity to activity within the class
 - eating/drinking
 - personal hygiene
 - dressing
- Health care - both routine and emergency
- Preparation for some curriculum activities e.g. swimming, music, physical education
- Assisting the student to manage transport, and/or escorting the student to and from:
 - school
 - excursions
 - camps
 - sporting events
 - work experience
- Care of equipment
- Setting up specific pieces of technology used by the student
- Mobility needs and manual handling to lift and/or move some students
- Working with a range of manual handling equipment including hoists
- Placing splints onto a specified limb

When assisting the student to access the learning environment the underlying principles are:

- Maintaining the dignity of the student
- Ensuring the safety and comfort of the student
- Considering the preferences of the student
- Promoting the independence of the student
- Planning ahead

RANGE STATEMENT

Strategies to support student learning may include:

- Implementing specific learning/teaching program in cooperation with the teacher/s
- Knowing what motivates the student
- Having expectations of the student
- Incorporating student preferences
- Adapting to the preferred learning style of the student
- Ensuring, through consultation with the teacher, understanding of:
 - the purpose of the activity
 - what strategies are to be used
 - how the strategies are to be implemented
 - what level of help is to be given
 - how help/assistance is to be given
 - what information is to be recorded and in what format
- Communication:
 - learning how to use a specific communication system
 - creating opportunities for communication
 - responding to all communicative attempts
- Responsible behaviour
 - modelling expected behaviours
 - clearly establishing expectations
 - offering choices
 - following through on consequences

Unit Sector(s)

Not Applicable