



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS509A Support students with multiple disabilities

Release: 1

CHCEDS509A Support students with multiple disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for education support workers to provide support to students who have multiple disabilities to assist these students to participate in their learning experiences and an array of other school activities

The unit provides strategies to work with students with multiple disabilities or impairments in early, middle and senior years of schooling

Application of the Unit

Application

Students with multiple disabilities (or impairments) are significantly more disadvantaged in education than students with a single impairment

Teaching and learning strategies effective for students with individual impairments may be less appropriate or effective where a student is coping with multiple challenges

Empathy and advocacy communication skills underpin the competencies required by education support workers in this environment

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher

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. Apply understanding of multiple disabilities (impairments) | 1.1 Use appropriate <i>terminology</i> to refer to and describe <i>multiple disabilities or impairments</i> , in line with education organisation guidelines |
| | 1.2 Identify causes of multiple disabilities |
| | 1.3 Outline interrelationships between different combinations of disabilities |
| 2. Identify ways in which multiple disabilities can affect student development and learning and adaptive skills used by students | 2.1 Identify and explain <i>ways in which multiple disabilities may affect student learning</i> |
| | 2.2 Identify a range of <i>adaptive skills</i> used by students with multiple disabilities |
| | 2.3 Explain the role of incidental learning and identify <i>alternate performance strategies</i> |
| | 2.4 Identify and explain implications of multiple disabilities on effective teaching and learning practices |

ELEMENT**PERFORMANCE CRITERIA****3. Provide support for students with multiple disabilities**

- 3.1 *Assist students* to set goals
- 3.2 *Contribute to effective learning outcomes* for the student
- 3.3 Provide support to student/s by accommodating his/her needs, allowing him/her to actively participate in an educational setting
- 3.4 Contribute to implementation of the education program as a member of the team
- 3.5 Influence interactions with other students and staff to nurture a *supportive environment*

4. Provide *support to the teacher* of students with multiple disabilities

- 4.1 Support teaching strategies employed by the teacher
- 4.2 Assist with setting goals for students
- 4.3 Support the implementation of education programs as directed by the teacher
- 4.4 Identify, prepare and maintain suitable *resources to support the teacher in the delivery of educational programs*
- 4.5 Share knowledge with the whole school to assist with and/or influence school policies

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:

- A range of disabilities
- Educational organisation's policies and procedures
- Disability issues
- Integration practices
- Implications of discrimination issues in the classroom
- Stages of learning
- Factors affecting learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and procedures
- Use appropriate language and terminology
- Identify adaptive skills
- Assist with the development and implementation of an educational appraisal program
- Support students across a range of activities to assist with their educational development
- Support the teacher of students with multiple disabilities to create a productive, supportive, caring learning environment

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Essential skills (contd):

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 empathy and sensitivity in:
 - responding to students' needs
 - implementing support mechanisms for students with multiple disabilities and
 - promoting and fostering cross cultural issues and beliefs
- Use literacy skills to:
 - interpret and analyse reference materials
 - manage a sequence of tasks given direction and support from the teacher
 - interpret information from written and / or verbal directions
- Use problem solving skills to:
 - select appropriate response
 - identify the problem and choose an effective solution
 - identify the best course of action and implement
 - be flexible in approaching a range of teaching and learning situations
 - promote discussion about solutions to problems within the work team
- Communicate effectively to:
 - listen to and interpret instructions regarding the assistance required by the student
 - provide clear directions and/or instructions
 - explain routine procedures to students
 - express an opinion, e.g. negotiate improvements to workplace strategy/methods for assisting/supporting students with multiple disabilities
 - foster a positive work attitude within the work team and school
 - demonstrate a belief in the students' abilities
- Use numeracy skills to interpret and apply numeric information as required
- Use organising and teamwork skills to:
 - consult with teachers on teaching/learning support strategies
 - manage time effectively
 - consult with teaching team on workplace procedures and make suggestions for new approaches to accommodate individual student requirements
 - consult with group members on operating procedures

Evidence Guide

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 **must** be undertaken in the workplace in a case/student specific situation so that actual skills in empathy and sensitivity, communication and problem solving can be evidenced
- Where participants are not employed as education support workers, it is recommended that they seek assessment as part of work experience or Vocational Placement
- Assessment must demonstrate consistency of application of skills and knowledge described in the elements and performance criteria in at least three contexts or occasions, over a period of time, while working in a case/student specific situation

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
- Resources required for assessment include access to:
 - colleagues, and students with multiple disabilities or impairments, in an educational organisation
 - legislation
 - education organisation's policies, procedures and guidelines
 - organisation's values and codes of conduct
 - current information on diversity and a range of disability issues
 - resources as may be located in an educational organisation which meets the needs of students with multiple disabilities or impairments

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 work demands, such as literacy, and the needs of particular groups, such as:
 - people with disabilities
 - people from culturally and linguistically diverse backgrounds
 - women
 - young people
 - older people
 - people in rural and remote locations

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

Terminology relating to multiple disabilities or impairments may include:

- Access:
 - to use or participate in something, for example, to access a computer, curriculum or building
- Achievement:
 - the level of actual performance or accomplishment, especially as a result of effort and ability
- Acquired injury:
 - an impairment which has developed during the person's life rather than being present from birth
- Anecdotal records:
 - recording of incidents, exactly as observed, during everyday school activities
- Education adjustment program profile:
 - a process used to demonstrate the types of adjustments to:
 - curriculum
 - communication
 - social participation /emotional well being
 - health and personal care
 - safety
 - learning environment / access

that are being provided for students with disabilities to learn, participate and progress towards planned outcomes in relation to his/her same age peers

- rather than focussing on the students' disabilities, this process focuses on the adjustments that need to be made at school to facilitate the student's presence, participation, access and achievement of appropriate educational outcomes
- Attention span:
 - the period of attention or concentration given by an individual to a task
- Auditory:
 - related to hearing
- Behaviour:
 - all the observable responses of an individual to internal and external stimuli

continued...

RANGE STATEMENT

Terminology relating to multiple disabilities or impairments may include: (contd)

- Behaviour support:
 - the application of a range of positive support strategies designed to assist students to behave in socially acceptable ways
- Classroom environment:
 - the sum of the conditions within the classroom, or affecting the classroom and which influence the learning situation
 - it covers the physical setting, the structure of learning and the relationships between participants
- Cognition:
 - developmental area that involves thinking skills, including the ability to receive, process, analyse and understand information
- Communication:
 - the process of exchange of meaning through listening, speaking, viewing, signing, symbols, gesture, facial expression, reading and writing
 - this process of exchange involves receiving and understanding messages and making and sending messages
- Competency:
 - the ability to perform a task at a satisfactory standard consistently
- Comprehension:
 - understanding the message in what is read, heard or observed
- Cue:
 - a distinctive signal or hint to which a person has learned to respond
- Culture:
 - all the behavioural patterns and products of a social group
 - these are closely related to customs and values
- Curriculum:
 - the entire range of experiences and structured learning activities through which knowledge, skills and benefits are communicated in schools
 - these experiences have *intended* and *unintended* outcomes

RANGE STATEMENT

- Disability:
 - the resulting functional impact of disability or impairment on performance (that is, any restriction or lack of ability to perform an activity in the normal manner)

continued ...

Terminology relating to multiple disabilities or impairments may include: (contd)

- Distractibility:
 - inability to maintain attention to relevant stimuli as outside stimuli interferes
- Enrichment activities:
 - educational experiences to supplement the regular class work
- Evaluation:
 - measurement of student performance usually against stated objectives
- Facilitation:
 - supporting a team or group to stay focused on a task or process
 - it involves process management and communication skills
- Fine motor:
 - refers to movements made by the small muscles of the hand and mouth (e.g. manipulation of objects, speech etc)
- Fluency:
 - smoothness of completing a task (e.g. reading without stumbling or errors)
- Functional performance:
 - a level which is sufficient for the person to operate within a particular environment
 - it may describe writing that is less than artistic but which allows the person to communicate at their job
- Gross motor:
 - refers to movements of the large muscle groups of the arms, legs and trunk (e.g. walking, rolling, and sitting)
- Impairment:
 - an objective description defining any loss or abnormality in terms of psychological, physiological or anatomical structure or function

RANGE STATEMENT

- Inclusive curriculum:
 - a flexible model that requires each school to provide for the educational needs of all students enrolled there
- Individual differences:
 - differences in personality, physiology, and perceptual processes that can account for variations in student performance

continued ...

Terminology relating to multiple disabilities or impairments may include: (contd)

- Informal assessment:
 - assessing student performances by means other than the use of standardised tests
- Interpersonal:
 - relating to other persons
 - the ability to interact and get along with others
- Interpreter:
 - a person who translates information from one form to another
 - for students who are deaf/hearing impaired, specifically used for translation between spoken language and signed language
- Kinaesthetic:
 - related to the awareness and sensations coming from muscles and joints that indicate the position and movement of body parts
- Language:
 - a conventional symbolic system used to communicate
 - it is symbolic because the spoken, signed, indicated or written units of a language always represent the same object or concept
 - it is conventional because members of a community share the meaning of the symbols
 - it is a system because there are rules for using the symbols.
- Learning style:
 - the way that an individual prefers to perceive information, think and problem solve
 - there are a number of theoretical frameworks which divide people who have similar preferences into groups

RANGE STATEMENT

- Least restrictive options:
 - choices about activities and processes which provide the maximum opportunity for access and participation by all students
- Literacy:
 - the ability to comprehend and compose spoken, written and visual texts commonly used by individuals and groups to participate fully, critically and effectively in a wide range of life roles
 - computer literacy is also now viewed as another vital strand of literacy competencies.

continued ...

Terminology relating to multiple disabilities or impairments may include: (contd)

- Long-term memory:
 - the mental process of retaining and recalling a past act, experience or expression after a period of time
- Modelling:
 - a process where the learner acquires a skill or attitude through watching and copying another person
- Motivation:
 - force within the individual which drives them to maintain attention or to behave in a certain way in order to satisfy a need or attain a goal
- Note taking:
 - the use of another to take lesson notes on behalf of a student who is unable to do so because of a disability
- Numeracy:
 - the ability to use skills for interpreting, applying and communicating mathematical information in commonly encountered situations to enable participation in a wide range of life roles that are appropriate to the student
- Perseveration:
 - tendency to persist in or to repeat behaviours which are no longer useful or appropriate
- Practice:
 - repetition of a performance in order to raise the quality of the performance.

RANGE STATEMENT

- Prior learning:
 - relevant information that a person has prior to instruction
 - this forms a basis for learning the new information
- Program modification:
 - making changes and adjustments to the content or manner of presentation of the class curriculum to improve a student's chances of success
- Prompt:
 - any feature added to the learning task that assists the student in performing tasks - can be verbal, gestures, visual or physical
- Reflection:
 - the process of consciously thinking over experiences in order to learn from them

continued ...

Terminology relating to multiple disabilities or impairments may include: (contd)

- Risk-taking:
 - experiences undertaken by people which may or may not have positive outcomes but from which they can learn and develop
- Scaffolding:
 - the process where a more expert person interacts with learners to guide them towards building their own understanding
- Self-concept:
 - individuals' perception of themselves
- Self-esteem:
 - Individuals' value judgement about themselves
- Short-term memory:
 - momentarily, the mental process of retaining and recalling a past act, experience or impression
- Task analysis:
 - systematic study of the components of a skill or activity so that all components can be taught a step at a time to build up to performing the complete task
- Transition:
 - a move from one educational setting to another or from secondary to a post-school option

RANGE STATEMENT

- Verifier:
 - a professional who has demonstrated skills to interpret a medical specialist's letter of diagnosis and to provide verification of disability and is nominated by the educational organisation as a verifier
- Verification:
 - a process that indicates that the student meets organisation's criteria to allow entry to a recognised disability category
- Visualisation:
 - mentally picturing objects or events as opposed to experiencing them directly

Multiple disabilities or impairments refers to:

- Students with multiple disabilities or impairments have a combination of two or more low incidence disabilities
- These occur in combinations, for example disabilities may be:
 - visual, hearing and physical
 - intellectual and hearing
 - speech language and physical
- Every student is different, even when they have a similar combination of disabilities:
 - it is important to realise that one impairment can exacerbate the difficulties caused by another
 - the interplay and impact of disabilities are greater than the sum of the individual disabilities
- The implications for learning will depend on the mix and severity of disabilities as well as on factors such as age, experiences and personality

RANGE STATEMENT

Adaptive skills refers to:

- Along with significantly impaired intellectual functioning, people with multiple disabilities or impairments have limitations in two or more of the adaptive skill areas:
 - communication
 - self care
 - home living social skills
 - community use
 - self-direction
 - health and safety
 - adjusted academics
 - leisure
 - work

These skill areas are central to successful life functioning

- Communication (giving and receiving information) difficulties:
 - understanding language (especially complex sentences, colloquialisms and words with more than one meaning)
 - learning rules of language (e.g. grammatical constructions, appropriate language for specific situations)
 - using language for a variety of functions (e.g. fulfilling basic needs, asking questions, stating information)
 - producing speech

Some students may need to use AAC (Augmentative and Alternate Communication) and/or speech generating devices

- Self care: refers to those skills necessary to maintain personal hygiene and appearance
Students will need to be taught these skills in a structured manner
For example, they may need an understanding of appropriate clothing for different social contexts
Students may need specific programs in the following areas:
 - eating
 - dressing
 - grooming
 - toileting

RANGE STATEMENT

- hygiene

continued ...

*Adaptive skills refers to:
(contd)*

- Home living: skills are those required to manage in the home environment and may include:
 - housekeeping
 - clothing care
 - food preparation
 - home safety
 - daily scheduling
 - planning to budget and shop
- Self-direction: skills include:
 - making choices
 - problem solving
 - being assertive
 - initiating or completing activities
 - planning
 - following a timetable
 - seeking assistance when needed
- Leisure: skills refer to the ability to use free time to pursue personal interests
The purpose of teaching leisure skills is to provide students with the skills to be active participants in a variety of leisure pursuits
Related skills include:
 - appropriate behaviour in leisure settings
 - home and community leisure
 - playing socially with others
 - indicating choices and needs
 - turn-taking
- Work Skills: need to be developed for students to have the opportunity to access work (paid and unpaid)
These include work-related behaviours such as:
 - completing tasks
 - following schedules
 - seeking help
 - self -management
 - interacting with co-workers
 - job-specific competence

RANGE STATEMENT

- Community Use: refers to the ability to access community facilities

Skills include:

- using public transport
- shopping
- using public facilities
- appropriate behaviour

Alternate performance strategies refers to

- Strategies that provide the capacity to adapt/operate effectively in a normal situation

RANGE STATEMENT

Ways in which multiple disabilities may affect student learning may include:

- **Attention**
The student may have difficulty:
 - beginning to attend the task
 - maintaining attention to complete the task
 - discriminating key features
- **Thought processing**
The student may have difficulty with:
 - speed and organisation of thought processes
 - forming logical sequence of ideas
 - interpreting symbolic and abstract concepts
 - linking new information with previous knowledge or experience
 - perseveration (repetition of speech or behaviour)
- **Memory**
 - students with an intellectual disability may have difficulty retaining and recalling information
- **Generalisation**
 - students with multiple disabilities or impairments have considerable difficulty transferring skills learned in one situation to another (e.g. money addition on a worksheet may not be generalised to the shopping centre)
 - students need to be taught how to generalise learned skills across a variety of locations, people, materials, and times
- **Perception**
 - students with multiple disabilities or impairments may have difficulty registering information through particular sensory mode (e.g. auditory or visual)
 - they may also have difficulty making meaning from what has been perceived (e.g. interpreting diagrams or pictures)

RANGE STATEMENT

Assist students may include:

- Assist a student to improve memory:
 - use visual supports such as word lists, pictorial timetable, or self management charts
 - use verbal and gestural prompts
 - use music or rhyme (e.g. learn required facts to a jingle)
 - build in opportunities for over learning (frequent practice)
 - encourage the use of a diary
- Assist students to improve generalisation ability:
 - creating real-life or life-like environments
 - use a range of concrete materials
 - use role play
 - develop contingency plans (e.g. carrying coins/phone card for the unexpected)
 - practising the same skill with different people in different places
- Assist students with perceptual difficulties:
 - use as many sensory modes as possible to reinforce learning (e.g. studying a country - include music, costume making, cooking, dance)
 - use one-to-one instruction
 - use short clear instructions
 - link abstract learning (e.g. reading and writing to actual concrete experiences in the student's recent past)
 - present paper tasks in simple, uncluttered formats (e.g. not too much information on the page)
 - provide visual, auditory or tactile support
 - use real-life or life-like situations wherever possible (e.g. study plants in the garden or the bush rather than at a desk)
- Assist students to improve adaptive skills:
 - most students acquire adaptive skills (everyday coping skills) through incidental learning
 - students with multiple disabilities or impairments may require specific instruction and training to achieve competency in these skills
 - as the skills are acquired, advantage should be taken of the many opportunities that arise for practice throughout the school day

RANGE STATEMENT

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

Contribute to effective learning outcomes may include:

- Assisting with establishing and maintaining a supportive environment which is emotionally, socially and physically inclusive of diversity
- A curriculum which is responsive to individual needs
- Student groupings which support the student's involvement in teaching and learning
- Supporting teaching strategies which respond to the student's learning styles and needs
- Assisting with the development of teaching materials which are adapted to the student's needs
- Positive behaviour management 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 learner risk-taking by encouraging students to 'have a go' (e.g. praise for working through the process of an activity even if the outcome is not correct)
- Defining, modelling and reinforcing appropriate behaviour

A critical element of a supportive environment is

- The positive attitude of teachers, teacher aides, 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 multiple disabilities or impairments to face challenges
 - promote the rights of all students
 - provide access to a range of experiences
 - encourage peer interaction

RANGE STATEMENT

Support to the teacher of students with multiple disabilities or impairments includes:

- Develop a knowledge base in the area of multiple disabilities or impairments
- Develop a knowledge and application of appropriate resources
- Provide input into planning sessions as required
- Follow teacher directions in implementing programs
- Assist in collecting and recording data as required
- Provide feedback on student performance to the class teacher
- Encourage and guide students to do as much as possible for themselves (avoiding the development of learned helplessness)
- When needed, direct parent enquiries to the relevant teacher
- Maintain confidentiality on student and family personal information
- Use prompts and assistance only if required after the student has sufficient time to process the task
- Keep intervention to the minimum required for students to achieve success
- Fade assistance so the student can eventually do without teacher aide support
- Give sufficient feedback so the student can do it right or better next time
- Collect data on the student's performance to allow the teacher to monitor progress and make necessary program adjustments

RANGE STATEMENT

Resources to support the teacher in the delivery of educational programs may include:

- Written material - hand out notes, tests or assignments
- Technology support - setting up and operating computers, software, DVD, audio and video equipment
- Researching - sources of material for students and teachers
- Setting up and preparing for practical tasks/activities such as sewing, cooking, art, music, drama
- Students with multiple disabilities or impairments sometimes need class materials adapted to enable them to participate in class activities {e.g. more space between questions on worksheet, complex sentences reworded)
- At times, the student may need specialised equipment, such as a slope board or pencil grip to improve writing skills
- Some students will need technological aids to assist them in class activities e.g. computer switches which are bigger or brightly coloured, or electronic communication devices

Unit Sector(s)

Not Applicable