



Australian Government

Department of Education, Employment and Workplace Relations

CHCIC620C Manage complex behavioural situations

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for worker to manage complex behavioural situations

Application of the Unit

Application

This unit may apply to working with children in a range of community service contexts

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

1. Identify *situations requiring intervention*

PERFORMANCE CRITERIA

- 1.1 Respond to request for assistance with recognition of person's feelings and confidence
- 1.2 Clarify the issue of difficulty through listening and questioning
- 1.3 Identify the impact of the problem on people involved and decide about urgency of action

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. <i>Assess the situation</i> within its context | <ul style="list-style-type: none">2.1 Identify the immediate and long term consequences of the situation remaining2.2 Gather information from all relevant sources2.3 Consider and review a range of explanations for the situation2.4 Identify <i>factors</i> maintaining the current situation2.5 Clearly identify the major issue of concern2.6 Identify the frequency of the problem occurring2.7 Identify the impact of wider context factors2.8 Identify interaction patterns through observation and investigation2.9 Decide whether action is required2.10 Assess the likely intent of the child |
| 3. Develop strategies | <ul style="list-style-type: none">3.1 Develop strategies with the children whenever possible3.2 Develop clear goals in relation to children's needs and development3.3 Design achievable strategies within available <i>resources</i>3.4 Design strategies that open up possibilities for the children's interaction with others3.5 Ask workers to contribute ideas towards strategy development |
| 4. Support the implementation of strategies by workers | <ul style="list-style-type: none">4.1 Ensure strategies are implemented in as unobtrusive way as possible4.2 Identify and provide resources required to implement strategy4.3 Regularly review strategies with all involved |

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:

- Knowledge of child development, and needs of children of the age group
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Deal with difficult workplace situations through supporting workers to implement appropriate strategies

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:

- Analyse an issue between children from social, psychological and cultural perspectives
- Demonstrate application of skills including:
 - identification of interaction patterns
 - problem solving
 - high level observation skills
 - analysis of a problem issue in its context
 - consulting children
 - gathering information
 - consulting resource staff and others

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 could 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
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

RANGE STATEMENT

Situations requiring intervention may include:

- Risk taking behaviour
- Behaviour that risks the safety of others
- Habitual patterns of behaviour
- Dynamics of a group of children
- Noise levels
- Settling a child into service
- Cross cultural interactions and biases
- Ethical issues within children's interactions
- A severely withdrawn or isolated child
- Aggressive or violent interaction between children
- A pattern of bullying, teasing
- Attitudes of parents to differences among children

Assess the situation may require information gathered by:

- Talking to child
- Observation of child
- Observation of child's interactions with a range of other people
- Asking other workers involved with child e.g. Staff, school
- Consulting resource staff or others with relevant expertise
- Consulting parents and other family members
- Talking to other children in the service

Factors that should be identified may include:

- Mix of children in the service
- Other children's actions
- Family circumstances
- Program
- Events of the day
- Environment of the service
- 'Mood' within the group of children

Resources required to implement strategy may include:

- People
- Ideas
- Equipment

Unit Sector(s)

Not Applicable