



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT510E Support the progress and development of young people

Release: 1

CHCROT510E Support the progress and development of young people

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCROT510D Support the progress and development of young people	CHCROT510E Support the progress and development of young people	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to monitor the behaviour of young people, to provide effective responses to unacceptable behaviour and to support responsibility for behaviour management and change

Application of the Unit

Application

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies

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. Maintain supportive contact with young people

PERFORMANCE CRITERIA

- 1.1 Conduct interactions with young people in a fair, just, humane and positive manner
- 1.2 Use communication strategies with individuals for effective interaction and problem solving
- 1.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
- 1.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses
- 1.5 Use negotiation techniques to divert and minimise aggressive behaviour
- 1.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes

ELEMENT**PERFORMANCE CRITERIA****2. Monitor needs, risks and progress of young people**

- 2.1 Use formal and informal methods to observe, monitor and gather information about individual and group behaviour
- 2.2 Assess behaviour for potential conflict and use a range of preventative and defusing strategies
- 2.3 Investigate behaviour and interactions in a fair, objective and consistent manner.
- 2.4 Check information received from others which might indicate abuse for accuracy and determine the response which is consistent with the issues and their seriousness
- 2.5 Make decisions on action that are consistent with all available evidence and organisation practice/procedures
- 2.6 Seek specialist advice and make *referrals* where required

3. Provide positive opportunities for behaviour change

- 3.1 Encourage and assist young people to maintain contact with family, friends and support according to services and resources available
- 3.2 Assist contacts between young people and networks in the community according to organisation procedures
- 3.3 Refer young people and family to community services and suitable specialists according to the nature and urgency of the needs
- 3.4 Make contact with family and friends/supporters in accordance with young person's interests, and organisation practice
- 3.5 Assist young people to develop and maintain positive attitudes and appropriate relationships with staff, services agencies and with personal support
- 3.6 Encourage young people to manage themselves and their development and relationships confidently and productively

ELEMENT**4. Assist young people to manage risks****PERFORMANCE CRITERIA**

- 4.1 Challenge unacceptable behaviour and outline options and opportunities to change clearly and with positive encouragement
- 4.2 Confirm the implications of risk taking behaviour clearly, calmly and objectively
- 4.3 Use restraining techniques according to organisation's policies and procedures discontinue as soon as procedures specify.
- 4.4 Provide reports of incidents arising from risk taking and unacceptable behaviour that are accurate, clear and comply with procedures
- 4.5 Report on the appropriateness and effectiveness of the use of behaviour management strategies clearly and accurately in review and debriefing
- 4.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour
- 4.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures
- 4.8 Use opportunities to acknowledge and reward positive progress in behaviour and relationships

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:

- Organisation's policies, guidelines and procedures related to client management and support
- Relevant statutory responsibilities related to management of and support for young people, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- Principles of effective communication with young people
- General counselling strategies/techniques for use with young people
- Organisation reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of behaviour and development related to children and young people's social development, behaviour and relationships
- Principal/relevant cultural practices and customs of the community and the client profiles
- Stages of human development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interact with young people from different cultural backgrounds
- Support young people according to client/case management objectives, needs and risks and individual circumstances
- Support vulnerable young people and those with special needs and risks
- Identify personal values and their impact on performance

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:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to client management, personal support for young people in care, referral, reporting, client services
- Demonstrate knowledge of statutory requirements and application of the concept of duty of care

- Demonstrate application of skills in:
 - high level communication
 - behaviour management
 - conflict resolution
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

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
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
- 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

- 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 of this competency will require human resources consistent with those outlined in the Assessment Guidelines
- 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
 - Knowledge testing and simulation exercises conducted in a training program
 - Knowledge tested or inferred from explanations and performance in workplace applications
 - Observation of performance in routine workplace activities
 - Documentation and products produced as part of routine work activities
 - Observation and documentation from specially conducted assignments based on routine work requirements
 - Observations from supervisors, colleagues and clients

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.

- Referrals/community services and support will include:*
- Social/welfare worker
 - Health/medical
 - Drug and alcohol services
 - Intervention and behaviour management programs
 - Counsellors
 - Religious/spiritual adviser
 - Program coordinator
 - Case manager and case management team
 - Aboriginal, Torres Strait Islander liaison
 - Specialist cultural liaison and support
 - Welfare organisations
 - Legal advice
 - Education/training/skills development
 - Recreation/sporting groups

Unit Sector(s)

Not Applicable