



Australian Government

Department of Education, Employment and Workplace Relations

CHCSD611C Facilitate the inclusion of children with additional needs

Release: 1

CHCSD611C Facilitate the inclusion of children with additional needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by resource workers or those with a leadership role within children's services

The focus is on developing the capacity of workers in the service to respond to the needs of all children, including those with additional needs

Application of the Unit

Application

This unit may apply to community services work in a range of 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

PERFORMANCE CRITERIA

1. Facilitate the development of a plan of inclusion

- 1.1 Assess *child's needs for additional care* with worker, parents and others
- 1.2 Identify with workers, *service's current capacity to provide required care*
- 1.3 Design, implement and review *a plan to develop the capacity of the service*
- 1.4 Identify with workers, *additional resources* and support required and included in the plan
- 1.5 Outline *plan of inclusion* and plan with all staff working with the child
- 1.6 Ensure plan includes strategies for ongoing review

ELEMENT**PERFORMANCE CRITERIA**

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| 2. Coordinate the implementation of the plan | 2.1 Locate relevant materials and equipment and provide within budget parameters
2.2 Gather and/or provide information
2.3 Advocate with other services to gain their participation and support
2.4 Identify outcomes for child and review progress in relation to plan's objectives with all involved
2.5 Review plan according to timeframe decided on |
| 3. Provide support to workers | 3.1 <i>Provide support in order to demonstrate specific care and management strategies</i>
3.2 Ensure support is particularly targeted when the child enters the service
3.3 Give information about particular children and clearly describe and explain their needs
3.4 Encourage others to adopt inclusive attitudes and practices
3.5 Prepare workers to implement the plan, in conjunction with the service
3.6 Develop workers' understanding of a shared care approach by explanation, and describing examples |
| 4. Develop the confidence of child care workers in caring for children with additional needs | 4.1 Respond to <i>concerns of workers</i> and negotiate problems
4.2 Acknowledge improvement in skills by providing positive feedback |

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 resources that may be utilised - equipment, personnel with specific expertise, specialist services, information resources, toy libraries
- The range of services provided by child care organisations in the local community - their philosophy, program objectives, style of organisation
- Social justice and access and equity principles
- The central role of the family in planning inclusion of the child
- Impact on families of a child with a disability e.g. Challenges, stress, cultural beliefs and understandings
- Impact of migration on children and families
- The importance for the child of their culture and language being respected by workers in children's services
- Confidentiality principles and complex issues
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop the capacity of workers to respond to the needs of all children including those with additional needs, within a philosophical framework of children's services delivery

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:

- High level of communication skills:

REQUIRED SKILLS AND KNOWLEDGE

- listening
- questioning
- suggesting ideas
- providing information
- giving positive feedback
- giving negative feedback if required
- Demonstrate application of skills in:
 - assessment of child's needs
 - facilitating discussions
 - planning
 - evaluation
 - advocacy and self advocacy principles
 - workplace training
 - cross cultural communication

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 must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

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
 - Resources required for assessment of this unit involve access to a range of opportunities defined in the Range of Variables, 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.

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| <i>Assess child's need for additional care may be based on information may be gathered from:</i> | <ul style="list-style-type: none">• The child• Parents• Services used previously• Health professionals involved |
| <i>The service's current capacity to provide required care may be limited by:</i> | <ul style="list-style-type: none">• Staff or care providers with the necessary skills, knowledge and confidence• Venue that has necessary access and characteristics• Availability of special equipment and resources |
| <i>A plan to develop the capacity of the service may include:</i> | <ul style="list-style-type: none">• Training program provided• Sups worker, casual ethnic worker or other resource worker to work with service• Information materials provided• Input from school staff or special needs staff |
| <i>Plan of inclusion may involve:</i> | <ul style="list-style-type: none">• Spending time with parent• Parent participation at centre• Coordination of various services working with child/family |
| <i>The plan may be developed through:</i> | <ul style="list-style-type: none">• Liaison with each party• Convening and facilitating meetings |

RANGE STATEMENT

Additional resources may include:

- Resource materials for programming
- Staffing
- Equipment
- Specialised transport services
- Training

Provide support in order to demonstrate specific care and management strategies may include:

- Training programs
- Demonstrations

Concerns of workers may involve:

- Safety issues
- Impact on other children
- Concerns about their own level of experience and skills

The degree of support provided will depend on:

- Current skills and confidence of care givers
- Child's level of ability
- Request from service and amount of input they wish to use
- Availability, other demands on the support service

Unit Sector(s)

Not Applicable