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# Section 1:

## Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCECE006 Support behaviour of children and young people* and other information relevant to it.

It contains the following information:

- 1.1 Elements of competency and performance criteria
- 1.2 Assessment requirements
- 1.3 Dimensions of competency
- 1.4 Foundation skills
- 1.5 Skill sets
- 1.6 Recognition of prior learning (RPL)
- 1.7 Glossary of terms

## 1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE006 Support behaviour of children and young people* to the unit of competency.

<b>CHCECE006 Support behaviour of children and young people</b>	<b>Where covered in the learner guide</b>
Element 1: Contribute to a safe and supportive environment	Chapter 1: Contributing to a safe and supportive environment
1.1 Use safe, supportive and equitable practices appropriate to the development stage and needs of the child and/or young person	1A Using appropriate practices
1.2 Recognise any developmental challenges or mental health issues of child or young person that may have potential impacts on behaviour	1B Recognising individual issues
1.3 Identify contributing environmental factors	1C Identifying environmental factors
Element 2: Use positive support techniques	Chapter 2: Using positive support techniques
2.1 Establish expectations for behaviour in consultation with supervisor and in line with work role	2A Establishing expectations
2.2 Provide instructions in a manner appropriate to the child or young person's needs and context of the work environment and activity	2B Providing instructions
2.3 Use positive reinforcement and clear verbal and nonverbal communication strategies to acknowledge responsible behaviour	2C Acknowledging responsible behaviour
2.4 Employ appropriate strategies to redirect behaviour and defuse situations	2D Guiding and redirecting behaviour
Element 3: Observe and collect data to assist with development of appropriate strategies for support	Chapter 3: Collecting data to develop strategies

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## 2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

### Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- Details of the training organisation, including the contact person
- The unit/s of competency to be delivered in the program of study
- Pathways
- The learner or target group
- Delivery mode/s
- Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- Methods of assessment and evidence gathering
- Program duration and delivery schedule
- Session locations including workplace assessment information
- Delivery and assessment staff
- Assessment validation process

## 2.2 Training strategies

The following training strategies can be used to deliver *CHCECE006 Support behaviour of children and young people*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

<b>Topic: Contributing to a safe and supportive environment</b>	
<p><b>Suggested time allocation:</b> 7 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 2–21</p>
<b>Recommended reading</b>	<b>Terminology checklist</b>
<p>Aspire learner guide <i>CHCECE006 Support behaviour of children and young people</i></p> <p>Chapter 1: Contributing to a safe and supportive environment</p>	<ul style="list-style-type: none"> <li>▪ Out-of-character behaviour</li> <li>▪ Disruptive behaviour</li> <li>▪ Behaviours of concern</li> <li>▪ Stressors</li> <li>▪ Trauma</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE006 Support behaviour of children and young people</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> <li>▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.</li> <li>▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> <li>▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner’s progress towards achievement of the unit of competency.</li> </ul>	

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## 3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE006 Support behaviour of children and young people*.

Part	Element	Performance criteria
A	1, 2, 3, 4, 5	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3
B	1, 2, 4	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 4.3

### Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE006 Support behaviour of children and young people*.

### Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to complete the tasks outlined in Part A and B and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

### Part A

This assessment is focused on your workplace experience. It should be completed in consultation with your educational leader and the organisational standards, policies and procedures of your service. Identify two situations where you were required to support a child's behaviour. Include as many variables as possible; for example:

- two different children
- two different situations
- two different age groups

## 3.2 Assessment mapping

### Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE006 Support behaviour of children and young people*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 2, 3, 6, 9, 11	Activity 1: Part A 1, 2  Activity 4: Part A 1, 2, 3 Part B 1, 2, 3  Activity 5: Part A 1, 2 Part B 1-5	Part B 1, 2, 3, 4, 6, 7, 8	Part B 1-6
Observation/demonstration		Activity 5: Part B 1-5	Part A 1-5	
Case study	1, 3, 4, 5, 8, 9, 11	Activity 1: Part A 1  Activity 2: Part B 1, 2  Activity 3: 1, 2, 3, 4  Activity 5: Part A 1, 2 Part B 1-5	Part B 1, 2, 3, 4, 6, 7, 8	
Role-play	6	Activity 2: Part B 1, 2		
Training log, diary or journal	7			

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## Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

## Evaluating evidence

The following steps may help you evaluate evidence.

**Step 1:** Evidence is gathered.

**Step 2:** Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

**Step 3:** Evidence meets the full requirements of the unit/s of competency.

**Step 4:** The assessment process is valid, reliable, fair and flexible.

**Step 5:** The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.



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## 3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.
- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.
- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.
- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

## Self-assessment record

<b>Institution:</b> <b>Candidate' s name:</b> <b>Unit of competency:</b> <i>CHCECE006 Support behaviour of children and young people</i> <b>Trainer/assessor:</b> <b>Date:</b>		
I can: <ul style="list-style-type: none"> <li>communicate issues to a supervisor and negotiate solutions in a clear and appropriate manner at least twice.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I can: <ul style="list-style-type: none"> <li>guide behaviour using positive support techniques with at least two children and/or young people.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> <li>discuss behaviours of children and/or young people to plan and problem-solve in collaboration with others.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> <li>record observations and identified behaviours requiring support of children and/or young people using a range of methods.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> <li>use judgment to determine when to involve other staff for supported intervention.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> <li>definitions of and differences between disruptive behaviour and behaviours of concern.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> <li>how learning difficulties or mental health issues may affect behaviour.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	