



Australian Government

Department of Education, Employment and Workplace Relations

CHCIC301E Interact effectively with children

Release: 1

CHCIC301E Interact effectively with children

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment

Application of the Unit

Application

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

Workers may be under direct supervision or working autonomously

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. <i>Communicate positively with children on an ongoing basis</i> | <p>1.1 Use language style that is appropriate for child's age, developmental stage and culture</p> <p>1.2 Use <i>key words of meaning</i> to a child</p> <p>1.3 Ensure <i>non-verbal communication</i> is appropriate and relevant</p> <p>1.4 Ensure interactions are frequent, caring and respectful</p> <p>1.5 Use non-gender-specific and non-stereotypical language</p> |
| 2. <i>Promote positive behaviour</i> | <p>2.1 Communicate to child, <i>positive and realistic expectations</i> of their behaviour</p> <p>2.2 Regularly identify and explain to children examples of positive behaviour</p> <p>2.3 Use clear communication that suggests positive options to encourage a child's cooperation</p> <p>2.4 Draw child's attention to positive aspects of the child's behaviour</p> <p>2.5 <i>Apply limits to behaviour within service policies</i></p> |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 3. Collaborate with children about their interests | 3.1 <i>Consult children</i> using a range of communication forms |
| | 3.2 Interact and collaborate with all children in the service on a regular basis |
| | 3.3 <i>Encourage children to consider new ideas and interests</i> that haven't previously been catered for in the service |
| | 3.4 Allow sufficient time for children to express their ideas in a variety of contexts |
| | 3.5 Positively acknowledge and act upon suggestions whenever possible |
| 4. Respect similarities and differences and encourage children to respect these differences | 4.1 Identify and talk about children's likes and dislikes |
| | 4.2 Talk about differences as resources, not as inferior or a problem |
| | 4.3 Respond positively and with respect to different communication styles used by children |
| 5. Support children in learning about the decision-making process | 5.1 Assist children to share their ideas, discuss limitations and solve problems |
| | 5.2 Clearly describe to children limitation of <i>resources</i> |
| | 5.3 Discuss <i>safety factors and legal requirements</i> that may constrain options |
| | 5.4 Assist children to plan implementation of ideas/suggestions |
| | 5.5 Acknowledge suggestions that cannot be used and explore alternatives with the children |

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 behaviour management strategies to respond to difficult behaviours e.g. Natural consequences, logical consequences, modifying/changing programs, reinforcing positive behaviour, extinguishing unacceptable behaviours
- Acceptable and unacceptable behaviours - review of own stance and reflection on own values
- Antecedents of behaviour - learned habits, context influences, social influences
- Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others
- Cross cultural issues in delivery of services
- Culturally appropriate communication methods, styles, words
- Culturally based expectations about communication
- Developmental and emotional reasons for inappropriate behaviour
- Different cultural practices and expectations about children's behaviour and about responses to children's behaviour
- Different family practices, expectations and styles of discipline and norms about behaviour in different cultures and social groups
- How children learn
- Identification of environmental factors that can affect a child's behaviour
- Importance of:
 - consistent communication of guidelines for children's behaviour
 - developing child's self-esteem, respect for child
 - listening
 - modelling
- Needs of children with a developmental disability and relevant strategies to use
- Organisation standards, policies and procedures
- Positive behaviour guidance strategies

REQUIRED SKILLS AND KNOWLEDGE

- Relevant health and safety policies and requirements
- Rights of children
- Stage of child development and age appropriate expectations of children's behaviour
- The importance children's input and ideas
- The range of children's feelings and reactions to key events in their lives

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess and respond appropriately to challenging behaviours
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account child's age, development, culture and needs
- Communicate with children whilst valuing individuality and differences
- Involve children in decision-making and planning giving due regard to their age, development and abilities
- Take into account child's age, activities, development, culture and needs when communicating with children

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 application of skills including:
 - interpersonal relationship
 - active listening
 - non-verbal communication and cues of children
 - communication skills of questioning, informing, listening, discussing
 - identifying the capabilities of individual children
 - collaboration
- Recognise and act upon opportunities to enhance sustainability in the workplace

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
- 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

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 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

EVIDENCE GUIDE

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.

Accessibility to children may include:

- Proximity to child
- Making eye contact
- Working at child's level

RANGE STATEMENT

Communicate positively with children will vary according to the age of the child - for babies and infants

Some examples are:

- Worker responds to non-verbal cues and decides whether a response is required
- Initiation or reflection of babbling and cooing
- Responds to crying in ways that meets the babies/infants need

For toddlers

- Responds to verbal and non-verbal communication of the toddler
- Spend sufficient time to respond to child's comments

For 3 to 5 year olds

- Conversations during routines and experiences

For 6 to 12 year olds

- Interactions are more reciprocal
- Communication focuses on events that are important
- Interactions are often informal in nature

Apply limits to behaviour will vary according to the age of the child:

Some examples are:

- Saying no
- Remove child from problem/trouble
- Distract to another activity

For toddlers:

- Patiently respond, provide a consistent message

For 3 to 5 year olds:

- Communicate the guidelines of the service clearly

For 6 to 12 year olds

- Will involve discussions with children e.g. About the reason the guideline is required

Service policies on response to behaviour may include:

- Accurate documentation of incident
- Report incidents to colleagues and more senior workers

RANGE STATEMENT

- Limits and guidelines may cover:*
- Out of bounds areas
 - Expectations about behaviour with other children/adults
 - Procedures for health and safety
- Key words of meaning may include:*
- Phrases and jargon the child uses
 - Namings used by the family
 - Language specific to an area of the child's interests e.g. Basketball
- Non-verbal communication may include:*
- Working at child's level
 - Proximity to child
 - Eye contact/no eye contact
 - Hugs and touch, as appropriate
- Appropriateness of non-verbal communication may include:*
- Culturally appropriate
 - Age appropriate
 - Style of communication e.g. Formal - informal
- Worker's communication of care and respect in their interactions may be through:*
- Tone of voice
 - Style of interaction
- Styles of interaction may include:*
- Noisy or quiet
 - Rougher or gentler
 - Verbal or physical
- Style of interaction will vary according to:*
- Child's age
 - Developmental stage
 - Child's needs
 - Child's abilities
 - Child's personality

RANGE STATEMENT

Positive behaviour may be promoted by:

- Verbal comments and attention
- Physical contact e.g. hug
- Providing physical and psychological space
- Opportunities that suit the child's preferences
- Opportunities to redirect energy are created
- Acknowledgment and encouragement

Limits and guidelines may cover:

- Out of bounds areas
- Expectations about behaviour with other children/adults
- Procedures for health and safety

Methods to promote positive behaviour will vary according to the age of the child

Some examples are:

For babies, infants and toddlers:

- Smiles
- Attention
- Distraction

For 3 to 5 year olds:

- Choice of favourite activity
- Praise, encouragement
- Anticipating trouble and redirecting or distracting child

For 6 to 12 year olds:

- Non-verbal communication appropriate to age and peer group
- Talking about feelings
- Modelling

For some developmentally delayed children these may be used in addition:

- Tangible rewards
- Charts

RANGE STATEMENT

Positive and realistic expectations of children's behaviour will be demonstrated differently according to the age of the child

Some examples are:

For babies and infants:

- Smiling
- Clapping verbal and non-verbal approval

For toddlers:

- Modelling
- Repetition of guidance's for appropriate behaviour e.g. 'we walk inside'
- Talking about appropriate behaviour

For 3 to 5 year olds:

- Reasons for guidelines are explained

Or 6 to 12 years old:

- Children will be involved in the establishing of guidelines

Guidelines are communicated to:

- Children, especially those new to the service
- Parents
- Potential users of the service
- Relief or other staff

RANGE STATEMENT

The application of guidelines and limits will vary according to the age of the child:

For babies and infants:

- Saying 'no' is reserved for situations where safety is a concern
- Remove child from problem/trouble
- Distract to another activity

For toddlers:

- Patiently respond, provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings
- Reason for limit is explained in simple terms to child

For 3 to 5 year olds:

- Provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings

For 6 to 12 year olds:

- Children are involved in the establishment of guidelines
- Written guidelines can be given to children
- Periodically reviewing guidelines

Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:

- Family crisis
- Family stress and problems
- Major changes in the child's profile

Other circumstances which may influence the workers response include:

- Location of incident
- Risk to child or others
- Other potential or actual consequences

Serious incidents may be reported according to the service's guidelines to:

- Parent/s of the child
- Parent/s of other children affected
- Co workers
- Management/supervisor

RANGE STATEMENT

- Service policy and procedures on response to serious incidents or behaviour may include:*
- Accurate documentation
 - Report incidents to colleagues and more senior workers
- Consult children may relate to all their interests including:*
- Food
 - Discipline policies
 - Activities
 - Programming
 - Behaviour
 - Parents
 - Staff
- Communication that may be used to consult and collaborate with children include:*
- Verbal and written and non-verbal
 - In a group or individual discussions
 - On regular basis and spontaneous
 - Surveys/ evaluations
 - Requests, chatting
 - Discussions, meetings
 - Suggestion boxes
 - Anecdotal
 - Listening to informal conversations
- Encourage children to consider new ideas and interests may include:*
- Encouraging children to consult with each other
 - New and stimulating material is presented to children
 - Children's ideas are shared with others in a group situation
- Resources that are limited may include:*
- Physical environment
 - Equipment
 - Time available
 - Staff numbers
 - Budget
 - Space

RANGE STATEMENT

Safety factors and legal requirements may include:

- Staff ratios
- Behavioural or medical problems
- Duty of care responsibilities
- 'Sunsafe' policy
- Staff ratio for excursions
- High risk activities
- Weather
- Location of activity

Unit Sector(s)

Not Applicable