



CATAPULT

CHCEDS016

Support learning for students with disabilities in a classroom environment

Table of Contents (Extract)

NOTE: This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

This Table of Contents extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCEDS016.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/CHCEDS016/>

Trainer/assessor guide

CHCEDS016

Support learning for students with disabilities in a classroom environment

Welcome to this unit of study

This unit describes the skills and knowledge required as an introduction to working with students that have a recognised disability.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

It may be undertaken as:

- » part of a formal qualification nationally recognised through the Australian Qualifications Framework (AQF)
- » a stand alone unit
- » part of a formal skill set

Contents

About this trainer/assessor guide	4
Learning resource.....	5
Topic 1: Apply understanding of the delivery of services for students with disabilities	5
Student/ carer issues.....	5
Regulatory/ legal requirements	11
Access/ equity principles.....	17
Personal values/ attitudes	19
Effects of disabilities	23
Check your understanding	43
Topic 2: Support the rights, interests and needs of students with disabilities as part of the education team ..	45
Exercising rights/ independence.....	45
Accommodating student requirements.....	50
Gathering/ recording data	53
Applying support requirements.....	55
Check your understanding	61
Topic 3: Respond to situations of risk or potential risk to students with disabilities	63
Health/ safety issues	63
Uncharacteristic/ inappropriate behaviour	68
Maintaining personal safety	71
Check your understanding	79
References.....	81
Assessment workbook	83
Unit information	85
What is competency-based assessment?.....	86
How will my competency be assessed?.....	87
Assessment agreement	88
Foundation skills checklist.....	89
Skills recognition.....	90
Topic 1: Apply understanding of the delivery of services for students with disabilities	91
Topic 2: Support the rights, interests and needs of students with disabilities as part of the education team ..	92
Topic 3: Respond to situations of risk or potential risk to students with disabilities	93
Knowledge questions	94
Topic 1: Apply understanding of the delivery of services for students with disabilities	95
Topic 2: Support the rights, interests and needs of students with disabilities as part of the education team	102
Topic 3: Respond to situations of risk or potential risk to students with disabilities	108
Topic 4: Specific knowledge evidence	114

Performance tasks	116
Third party evidence collection agreement	117
Topic 1: Apply understanding of the delivery of services for students with disabilities	118
Topic 2: Support the rights, interests and needs of students with disabilities as part of the education team	119
Topic 3: Respond to situations of risk or potential risk to students with disabilities	120
Completion record	121
Unit mapping and assessment checklist	122
Trainer/ assessor user instructions	124

About this trainer/assessor guide

Learning resource

The learning resource is divided into the following topics:

- » Apply understanding of the delivery of services for students with disabilities
- » Support the rights, interests and needs of students with disabilities as part of the education team
- » Respond to situations of risk or potential risk to students with disabilities

Each topic provides information to help you gain the skills and knowledge required to perform the work tasks to which they refer. Read the information and practise the skills described. You should also take the opportunity to undertake additional independent research. Your trainer/assessor may also provide supplementary information including interpretation of the contents of this resource.

At the end of each topic is:

- » a set of true or false questions
- » a set of multiple choice questions

These questions provide an opportunity to check your understanding and progress. They are self-marking and do not form part of the assessment for the unit.

Assessment workbook

To have this unit recognised as a formal qualification you need to have your skills and knowledge assessed. The assessment workbook provides:

- » information on competency-based assessment
- » instructions on how you will be assessed
- » assessment tools to assess your competence
- » instructions on how to complete the assessment tasks within each assessment tool

To be assessed as competent you need to provide evidence that you have the skills and knowledge to undertake the requirements of this unit. This assessment of competency is made by a qualified trainer/assessor from a registered training organisation. You must complete all the assessments as directed by your trainer/assessor to the required standard. It is not necessary to work through the guide in the order in which it is written. However this is at the discretion of your trainer/assessor.

Disclaimer

Information contained in this resource is drawn from sources believed to be reliable. The firm, its employees, agents and contractors do not warrant the correctness of the sources used and accept no responsibility to any person for any errors or omissions or for any loss or damage howsoever caused from the use of this resource.
