



**CATAPULT**

# CHCEDS022

Work with students in need of additional support

## 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 CHCEDS022.**

**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/CHCEDS022/>**

# Trainer/assessor guide

## CHCEDS022

### Work with students in need of additional support

#### Welcome to this unit of study

This unit describes the skills and knowledge required for education support workers to provide support to students who have to face a range of challenges that may limit their access to, participation in or outcomes from the curriculum.

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

Education support workers will apply knowledge of appropriate educational responses as part of a team supporting students with learning difficulties

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: Identify problems experienced by students in need of additional support..... 5

        Identifying learning needs ..... 5

        Identifying learning barriers..... 25

        Check your understanding ..... 31

    Topic 2: Contribute to team planning for students in need of additional support..... 33

        Observations ..... 33

        Expectations for students..... 42

        Access to learning..... 45

        Identifying/ assembling resources..... 48

        Check your understanding ..... 55

    Topic 3: Provide support to students in need of additional support..... 57

        Assistive technologies ..... 57

        Implementing planned strategies..... 61

        Practising new skills..... 67

        Monitoring student progress ..... 70

        Check your understanding ..... 75

    Topic 4: Provide support to teachers of students in need of additional support ..... 77

        Cooperating with teachers ..... 77

        Maintenance of equipment ..... 79

        Check your understanding ..... 81

    References..... 83

**Assessment workbook** ..... 85

    Unit information ..... 87

    What is competency-based assessment?..... 88

    How will my competency be assessed?..... 89

    Assessment agreement..... 90

    Foundation skills checklist..... 91

**Skills recognition**..... 92

    Topic 1: Identify problems experienced by students in need of additional support..... 93

    Topic 2: Contribute to team planning for students in need of additional support..... 94

    Topic 3: Provide support to students in need of additional support..... 95

    Topic 4: Provide support to teachers of students in need of additional support ..... 96

**Knowledge questions** ..... 97

    Topic 1: Identify problems experienced by students in need of additional support..... 98

    Topic 2: Contribute to team planning for students in need of additional support..... 100

    Topic 3: Provide support to students in need of additional support..... 104

    Topic 4: Provide support to teachers of students in need of additional support ..... 111

    Topic 5: Specific knowledge evidence ..... 113

<b>Performance tasks</b> .....	<b>115</b>
Third party evidence collection agreement .....	116
Topic 1: Identify problems experienced by students in need of additional support.....	117
Topic 2: Contribute to team planning for students in need of additional support.....	118
Topic 3: Provide support to students in need of additional support.....	119
Topic 4: Provide support to teachers of students in need of additional support .....	120
<b>Completion record</b> .....	<b>121</b>
<b>Unit mapping and assessment checklist</b> .....	<b>122</b>
<b>Trainer/ assessor user instructions</b> .....	<b>124</b>

# About this trainer/assessor guide

---

## Learning resource

---

The learning resource is divided into the following topics:

- » Identify problems experienced by students in need of additional support
- » Contribute to team planning for students in need of additional support
- » Provide support to students in need of additional support
- » Provide support to teachers of students in need of additional support

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.

---