



CATAPULT

CHCEDS025

Facilitate learning for students with disabilities

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 CHCEDS025.

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/CHCEDS025/>

Trainer/assessor guide

CHCEDS025

Facilitate learning for students with disabilities

Welcome to this unit of study

This unit describes the skills and knowledge required by education support workers to effectively contribute to learning experiences for students with a range of disabilities.

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

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: Comply with policies, procedures and legislation that addresses work with students with disabilities	5
Legislative requirements	5
Practices, policies, procedures	13
Reviewing compliance	23
Check your understanding	27
Topic 2: Demonstrate inclusive practices.....	29
Accurate, non-discriminatory language	29
Including all students	32
Respectful interactions	36
Safe learning environments	40
Rights and opinions.....	47
Check your understanding	53
Topic 3: Provide support to the teacher of students with disabilities	55
Setting student goals.....	55
Gathering/ recording data	60
Developing support strategies	61
Preparing/ maintaining resources.....	76
Check your understanding	83
Topic 4: Contribute to an education adjustment profile for students with disabilities	85
Social/ academic barriers.....	85
Providing observations	90
Implementing education programs.....	94
Check your understanding	97
References.....	99
Assessment workbook.....	101
Unit information	103
What is competency-based assessment?.....	104
How will my competency be assessed?.....	105
Assessment agreement.....	106
Foundation skills checklist.....	107
Skills recognition.....	108
Topic 1: Comply with policies, procedures and legislation that addresses work with students with disabilities.....	109
Topic 2: Demonstrate inclusive practices.....	110
Topic 3: Provide support to the teacher of students with disabilities	111
Topic 4: Contribute to an education adjustment profile for students with disabilities	112

Knowledge questions	113
Topic 1: Comply with policies, procedures and legislation that addresses work with students with disabilities.....	114
Topic 2: Demonstrate inclusive practices.....	120
Topic 3: Provide support to the teacher of students with disabilities	129
Topic 4: Contribute to an education adjustment profile for students with disabilities.....	138
Performance tasks.....	144
Third party evidence collection agreement	145
Topic 1: Comply with policies, procedures and legislation that addresses work with students with disabilities.....	146
Topic 2: Demonstrate inclusive practices.....	147
Topic 3: Provide support to the teacher of students with disabilities	148
Topic 4: Contribute to an education adjustment profile for students with disabilities.....	149
Completion record.....	150
Unit mapping and assessment checklist	151
Trainer/ assessor user instructions.....	154

About this trainer/assessor guide

Learning resource

The learning resource is divided into the following topics:

- » Comply with policies, procedures and legislation that addresses work with students with disabilities
- » Demonstrate inclusive practices
- » Provide support to the teacher of students with disabilities
- » Contribute to an education adjustment profile for 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.
