

# Contents

About this trainer/assessor guide .....	4
Learning resource.....	5
Topic 1: Seek information from families, carers, significant others and professionals.....	5
Identify sources of information about the child or young person .....	5
Gather accurate information about the child or young person’s developmental history, and the child-rearing practices and values of the cultural group to which the child or young person belongs .....	8
Interpret and analyse gathered information to determine impact of culture, family, home and community on the developmental history of the child or young person; and document detailed summary of developmental history and analysis.....	12
Check your understanding .....	15
Topic 2: Identify developmental issues .....	17
Review child or young person’s developmental trends impacting on current behaviours .....	17
Recognise variations in normal development in the child or young person .....	20
Identify indicators how developmental delays and attachment disorder may have impacted on the developmental progress of the child or young person.....	22
Recognise issues associated with child or young person’s behaviours that indicate lack of attachment..	24
Recognise behaviours of child or young person that indicate lack of personal safety skills .....	26
Check your understanding .....	27
Topic 3: Identify indicators of trauma in children and young people.....	29
Access and accurately interpret available current information to maintain knowledge of the indicators of trauma.....	29
Assess vulnerability of child or young person as a consequence of violence, abuse and neglect.....	31
Identify extent of child or young person’s positive experiences of stable, sensitive, loving and stimulating relationships and environments.....	35
Clarify extent and duration of trauma .....	37
Develop strategies to ensure that interventions do not exacerbate child or young person’s trauma .....	39
Check your understanding .....	43
Topic 4: Provide support to families impacted by trauma and violence.....	45
Encourage families and carers to seek and accept support to manage their own emotional responses .	45
Listen calmly to information provided by child or young person and their families and carers and provide reassurance in line with the situation and child or young person’s age and stage of development.....	48
Encourage child or young person to talk about all aspects of the traumatic experience and its aftermath, as an open, accepting and reassuring listener .....	50
Monitor developmental and educational progress of child or young person in line with their developmental stage and needs, and within requirements of own work role .....	52
Implement actions to reduce the future likelihood of recurring trauma .....	53
Report situations of potential trauma in line with organisational policies and procedures, legislation and work role.....	55
Check your understanding .....	57
Topic 5: Additional learning .....	59
Stages of child development and indicators of trauma associated with stages of development and adverse childhood experiences (ACEs) .....	59
References.....	63

<b>Assessment workbook</b> .....	<b>65</b>
Unit information .....	67
What is competency-based assessment?.....	68
How will my competency be assessed? .....	69
Assessment agreement .....	70
Foundation skills checklist.....	71
<b>Skills recognition</b> .....	<b>72</b>
Topic 1: Seek information from families, carers, significant others and professionals .....	73
Topic 2: Identify developmental issues .....	74
Topic 3: Identify indicators of trauma in children and young people .....	75
Topic 4: Provide support to families impacted by trauma and violence .....	76
<b>Knowledge questions</b> .....	<b>77</b>
Topic 1: Seek information from families, carers, significant others and professionals .....	78
Topic 2: Identify developmental issues .....	84
Topic 3: Identify indicators of trauma in children and young people .....	91
Topic 4: Provide support to families impacted by trauma and violence .....	99
Topic 5: Specific knowledge questions .....	106
<b>Project</b> .....	<b>108</b>
<b>Practical assessment</b> .....	<b>113</b>
Overview .....	113
Instructions for the learner .....	115
Learner agreement .....	116
Instructions for trainer/assessor or third party .....	117
Third party evidence collection agreement .....	118
Practical demonstration .....	119
Simulations.....	120
<b>Completion record</b> .....	<b>137</b>
<b>Unit mapping</b> .....	<b>138</b>
<b>Trainer/assessor instructions and requirements</b> .....	<b>141</b>