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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>

Section 2: Unit of competency information

2.1 Unit of competency

CHCDIS002 Follow established person-centred behaviour supports

Modification history

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>

Application

This unit describes the skills and knowledge required to implement behaviour support strategies outlined in an individualised behaviour support plan for a person with disability.

This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCDIS002 Follow established person-centred behaviour supports

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>
Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> provided positive support in response to at least 3 different situations of behaviours of concern responded to at least 1 critical incident relating to adverse behaviour in accordance with individualised behaviour support plan and organisation's policies and procedures.
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> principles and practices of positive behaviour support which focuses on the individual person the social model of disability the impact of social devaluation on an individual's quality of life positive lifestyle enhancement strategies, including: <ul style="list-style-type: none"> positive reinforcement motivation stress management engagement in meaningful activities support relationships nutrition environmental and systems improvement organisation policies and procedures relating to behaviour

3.2 Learning mapping

CHCDIS002 Follow established person-centred behaviour supports, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Apply a person-centred approach to minimise behaviours of concern			
1.1 Support the person to maintain their activities of daily living in accordance with organisation policies and procedures and the individualised behaviour support plan	1A Support the person to maintain their daily living activities	1	LC 1: Part B 1
1.2 Consider the person's individual needs, strengths, capabilities and preferences when engaging in activities of daily living and routines	1B Consider the person's individual needs, strengths, capabilities and preferences	2	LC 1: Part B 3
1.3 Identify problems with engaging or motivating the person and seek appropriate assistance	1C Identify and address problems with engaging or motivating the person	3	LC 1: Part B 4
1.4 Provide a safe environment for the person conducive to positive and adaptive responses	1D Provide a safe environment for the person	4	LC 1: Part B 5
Element 2: Review context of behaviours of concern			
2.1 Recognise behaviours of concern outlined in the individualised behaviour support plan	2A Recognise behaviours of concern outlined in the individualised behaviour support plan	5	LC 2: Part B 1
2.2 Consider what happened before, during and after the behaviour of concern	2B Consider what happened before, during and after the behaviour of concern	6	LC 2: Part B 2

Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

<p>Complete the following task</p>	<ul style="list-style-type: none"> • Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses. • Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses. • Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
<p>Refer to the Aspire <i>Practical placement logbook</i> for this unit</p>	<ul style="list-style-type: none"> • Practical placement Your performance will be assessed in the workplace.

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCDIS002 Follow established person-centred behaviour supports, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

4.3 Assessment mapping

CHCDIS002 Follow established person-centred behaviour supports, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Apply a person-centred approach to minimise behaviours of concern			
1.1 Support the person to maintain their activities of daily living in accordance with organisation policies and procedures and the individualised behaviour support plan	Q1, Q2	CS1	O1
1.2 Consider the person's individual needs, strengths, capabilities and preferences when engaging in activities of daily living and routines	Q14	CS2, CS3, CS4, CS5	
1.3 Identify problems with engaging or motivating the person and seek appropriate assistance		CS6, CS7	O2
1.4 Provide a safe environment for the person conducive to positive and adaptive responses	Q17	CS8	O5
Element 2: Review context of behaviours of concern			
2.1 Recognise behaviours of concern outlined in the individualised behaviour support plan		CS9	O7
2.2 Consider what happened before, during and after the behaviour of concern		CS10	O11

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	CHCDIS002 Follow established person-centred behaviour supports, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	