

CHCECEXXX Facilitate inclusion for children with disability, developmental delay and autism

Unit code	CHCECEXXX
Unit title	Facilitate inclusion for children with disability, developmental delay and autism
Unit mapping information	No equivalent unit.
Modification history	
Unit outcomes	<p>This unit describes the skills and knowledge required for identifying and supporting disability, developmental delays and autism in children to ensure their inclusion, meaningful participation and development.</p> <p>This unit applies to early childhood educators in long day care, family day-care, in-home care and out of school hours care settings.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
Knowledge	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"> • awareness of the range of disabilities including visible and invisible • awareness of characteristics of disability, developmental delay and/or autism in children aged birth to 6 years • explain the impact of disability, developmental delay and/or autism in children according to medical and social models of disability

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	<ul style="list-style-type: none"> • outline sensory, play and other resources to support development and engagement of children with disability, developmental delay and/or autism • articulate an early childhood education and care service’s legal and ethical obligations around enrolling children with disability, developmental delay and/or autism • awareness of service’s policies and procedures regarding restrictive practices • foundational knowledge of augmentative and alternative communication • Awareness of the importance of, and strategies for supporting, peer-peer inclusion for all children in a service
<p>Skills</p>	<p>Learners must demonstrate the following skill outcomes:</p> <ul style="list-style-type: none"> • access and interpret current authoritative sources of information on disability, developmental delay and/or autism • interpret observations of children with disability, developmental delay and/or autism to determine developmental skills, interests and engagement using strength-based approaches • analyse data from a range of different sources including observation, family, allied health and other health professionals to develop evidence-based pedagogical strategies for supporting children with disability, developmental delay and/or autism aged birth to 6 • design play experiences for children with disability, developmental delay and/or autism aged birth to 6
<p>Application of Knowledge & Skills</p>	<p>The individual applies knowledge and skills to draw on authoritative sources of information to describe disability, developmental delay and/or autism characteristics and link</p>

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	these to medical and social models of disability. They integrate knowledge of disability, developmental delay and/or autism with evidence-based strategies to interpret observations and design learning experiences to support development and engagement.
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children’s Education and Care
Foundation skills	
Range of conditions	
Assessment Requirements	
Performance evidence	<ul style="list-style-type: none"> • Interpret data from a range of different sources including observation, family, allied health and other health professionals, regarding 3 children with disability, developmental delay and/or autism including: <ul style="list-style-type: none"> ○ progress in all developmental domains • visible characteristics and impacts of disability, developmental delay and/or autism <ul style="list-style-type: none"> ○ at least one interest • Design 3 play experiences for children with disability, developmental delay and/or autism based on observation interpretations including: <ul style="list-style-type: none"> ○ materials and resources ○ learning outcomes ○ evidence-based pedagogical practices

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<p>Knowledge evidence</p>	<p>Authoritative sources of information including:</p> <ul style="list-style-type: none">• the range of disabilities including visible and invisible• National guidelines, frameworks and laws relevant to working with children with disability, developmental delay and/or autism, including:<ul style="list-style-type: none">○ Disability Discrimination Act 1992○ Disability Services and Inclusion Act 2023• National Quality Standards applicable to this unit• Early Years Learning Framework• Early Childhood Australia Code of Ethics• principles of the United Nations Convention on the Rights of the Child (UNCRC)• AERO Early Learning Childhood Learning Trajectories• National Best Practice Framework for Early Childhood Intervention• collaborative partnerships with families and communities• relationships with children• principles of relevant human rights and anti-discrimination legislation and regulation:<ul style="list-style-type: none">○ federal○ state/territory○ international• medical and social models of understanding disability, developmental delay and/or autism• strengths-based language that supports children with disability, developmental delay and/or autism and their families• evidence based strategies that:<ul style="list-style-type: none">○ support children with disability, developmental delay and/or autism and their
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	<p>families</p> <ul style="list-style-type: none"> ○ build on children's strengths and interests ○ promote developmental progression ● sensory play environments ● accessing authoritative sources ● service policies and procedures regarding restrictive practices ● foundational knowledge of augmentative and alternative communication. ● strategies for supporting peer-peer inclusion between all children in a service
<p>Assessment conditions</p>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"> ● suitable ● workplace or simulated conditions that ● scenarios ... <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors</p>
<p>Unit mapping information</p>	<p>No equivalent unit.</p>
<p>Links</p>	