

**CHCECEXXX Apply a trauma-informed approach to behaviours that challenge**

<b>Unit code</b>	<b>CHCECEXXX</b>
<b>Unit title</b>	Apply a trauma-informed approach to behaviours that challenge
<b>Application</b>	<p>This unit describes the skills and knowledge required to identify, understand and support behaviours that challenge in young children - including those that challenge the child, their peers, educators and the service - in a trauma informed manner.</p> <p>It requires the ability to reflect on one's own experiences, values and beliefs and values, and view behaviour in context and through a trauma-informed lens and serving an adaptive function: to communicate, to cope, to connect and to achieve safety.</p> <p>This unit applies to early childhood educators working in long day care, family day-care, in-home care and out of school hours care settings.</p>
<b>Pre-requisite unit</b>	Nil
<b>Competency field</b>	Early Childhood Education and Care
<b>Unit sector</b>	Children's Education and Care
<b>Elements</b>	<b>Performance criteria</b>
1. Identify and analyse behaviours that	1.1 Describe early childhood behaviours typically perceived as challenging in early childhood education settings

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<p>challenge in young children</p>	<p>1.2 Describe ways in which a young child’s behaviour could challenge themselves, their peers, educators, and the service</p> <p>1.3 Recognise the role of individual factors that may contribute to perceiving a young child’s behaviour as challenging</p> <p>1.4 Identify the role of individual factors that may contribute to behaving in a challenging way</p> <p>1.5 Recognise the functions of behaviour that challenges</p>
<p>2. Understand the types, causes and impacts of early childhood trauma</p>	<p>2.1 Describe the types of trauma and adverse childhood events a young child may experience</p> <p>2.2 Articulate the potential impact of trauma on a young child's attachment and cognitive, physical, emotional and social development</p> <p>2.3 Articulate the potential role of neurodiversity in behaviour that challenges</p> <p>2.4 Describe the concept of neuroplasticity and its relevance to behaviour that challenges</p>
<p>3. Respond to behaviour that challenges in a trauma-informed manner</p>	<p>3.1. Reflect on own experiences, beliefs and responses around behaviour that challenges in young children</p> <p>3.2 Articulate the importance of the window of tolerance</p> <p>3.3 Identify patterns and precursors of behaviour that challenges in young children</p> <p>3.4 Support a hyperaroused or hypoaroused child to return to their window of tolerance</p> <p>3.5 Practice co-regulation with young children expressing challenging behaviour</p> <p>3.6 Interact consistently and predictably with young children in early childhood education settings</p>
<p>4. Support children affected by challenging behaviour</p>	<p>4.1. Use trauma-sensitive language to talk about challenging behaviour</p> <p>4.2 Provide support to children affected by a child’s challenging behaviour</p>

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	4.3 Follow a behaviour support plan put in place by a medical or allied health professional
<b>Foundation skills</b>	
<b>Range of conditions</b>	
<b>Assessment requirements</b>	
<b>Performance evidence</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• Reflect on own beliefs, values and experiences and how they impact own perceptions of behaviour as challenging</li> <li>• Reflect on own beliefs, values and experiences and how they impact own responses to behaviour that challenges</li> </ul>
<b>Knowledge evidence</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• types of behaviour that challenges</li> <li>• types of trauma, including: <ul style="list-style-type: none"> <li>○ Impersonal</li> <li>○ Interpersonal</li> <li>○ Identity based</li> <li>○ As a result of colonisation</li> </ul> </li> <li>• adverse childhood events, including: <ul style="list-style-type: none"> <li>childhood physical, sexual and emotional abuse <ul style="list-style-type: none"> <li>○ physical neglect and emotional neglect</li> <li>○ exposure to family violence</li> <li>○ parental substance use</li> <li>○ parental mental illness</li> <li>○ parental separation or divorce; and</li> </ul> </li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>○ parental incarceration</li><li>● responses to trauma, including:<ul style="list-style-type: none"><li>○ fight</li><li>○ flight</li><li>○ freeze</li><li>○ fawn</li><li>○ flop</li></ul></li><li>● the potential impact of trauma on a child's development and behaviour</li><li>● neuroplasticity</li><li>● subjective factors that may impact own perception of a child's behaviour including:<ul style="list-style-type: none"><li>○ experience, values and beliefs</li><li>○ mood, hunger, tiredness</li><li>○ workload, stress, overwhelm</li><li>○ inexperience</li><li>○ physical environment</li><li>○ social and other demands</li></ul></li><li>● individual factors that may impact a child's behaviour including:<ul style="list-style-type: none"><li>○ physical or intellectual developmental disability</li><li>○ chronic health conditions</li><li>○ neurodiversity</li><li>○ fear</li><li>○ mood, hunger, tiredness</li><li>○ physical discomfort</li><li>○ sensory overwhelm</li><li>○ physical environment</li><li>○ sources of frustration</li><li>○ social and other demands</li></ul></li><li>● the core functions of behaviour<ul style="list-style-type: none"><li>○ communication</li><li>○ coping</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>○ connection</li><li>○ safety</li><li>● window of tolerance</li><li>● regulation</li><li>● co-regulation</li><li>● the impact of behaviour that challenges on other children</li></ul>
<b>Assessment conditions</b>	<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"><li>● suitable ....</li><li>● workplace or simulated conditions that</li><li>● scenarios ...</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Unit mapping information</b>	No equivalent unit.
<b>Links</b>	