

CHCECEXXX Promote trauma-informed practice in early childhood

Unit code	CHCECEXXX
Unit title	Promote trauma-informed practice in early childhood
Application	<p>This unit describes the skills and knowledge required to evaluate, communicate and adopt an evidence-based trauma-informed practice framework in an early childhood setting and promote respectful communication and behaviour in colleagues and young children.</p> <p>It requires the ability to research, evaluate and adapt evidence-based theories and strategies for promoting a trauma-informed practice in early childhood settings.</p> <p>This unit applies to early childhood educators in, or seeking, leadership roles in long day care, family day care, in home care and out of school hours care settings.</p>
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Elements	Performance criteria
1. Establish a trauma informed service	1.1 Evaluate theories of trauma informed early childhood education practice for adoption by oneself or the service

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	<p>1.2 Communicate the trauma informed practice theory adopted by oneself or the service, and how it links to practice, to colleagues, families and other professionals</p> <p>1.3 Adopt, service-wide, trauma-sensitive and neuro-informed language for use with children, colleagues, families and other professionals, to prevent further harm</p>
<p>2. Promote respectful communication and behaviour in young children</p>	<p>2.1 Provide developmentally appropriate and trauma informed opportunities for children to learn about respectful relationships, bodily autonomy and consent according to national guidelines and service policy and procedures.</p> <p>2.2 Implement developmentally appropriate trauma informed strategies for supporting children to regulate own behaviour and emotions in early childhood settings</p> <p>2.3 Coach early childhood colleagues to model respectful communication and behaviour with children, colleagues, families and the community</p>
<p>3. Adopt a whole of service approach to working with challenging behaviour</p>	<p>3.1 Provide opportunities for colleagues to reflect on how their experiences, beliefs and values impact their responses to challenging behaviour in young children</p> <p>3.2 Coach colleagues in applying strategies for regulating own emotions and behaviour in response to challenging behaviour in children</p> <p>3.3 Coach colleagues in applying strategies to help children to regulate their emotions and behaviour</p> <p>3.4 Identify and mitigate features of the service that adversely contribute to children's behaviour, sensory load, emotional state, and sense of felt safety</p>

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<p>Create a behaviour support plan for a young child</p>	<p>4.1 Document a child’s pattern of challenging behaviour, including precursors, to inform goal setting</p> <p>4.2 Analyse challenging behaviours to determine their function in terms of communication, coping, connection and safety</p> <p>4.3 Explore situational factors, internal and external to the service, that may impact a young child’s behaviour</p> <p>4.3 Develop long-term and short-term behavioural goals for a child, in collaboration with their family, and consistent with their culture, capacity and developmental stage</p> <p>4.4 Identify circumstances in which the service will seek advice from health professionals or authorities to support the child’s behaviour</p> <p>4.5 Document the behaviour support plan in consultation with the child’s family and according to service policies and procedures</p> <p>4.6 Support colleagues to implement the behaviour support plan consistently</p> <p>4.7 Review child’s progress against behaviour support plan goals and modify the plan where necessary in consultation with colleagues, family and others caring for the child</p>
<p>Foundation skills</p>	
<p>Range of conditions</p>	
<p>Assessment requirements</p>	
<p>Performance evidence</p>	<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>

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	<ul style="list-style-type: none">• Communicate adopted trauma informed practice framework to colleagues and families• Identify features of a service that may adversely contribute to children’s behaviour, sensory load, emotional state and sense of felt safety• Develop, implement and evaluate a behaviour support plan for a child engaging in behaviours that challenge
Knowledge evidence	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none">• Theories of trauma informed practice• Trauma sensitive language• The following concepts as they apply to young children:<ul style="list-style-type: none">○ Respectful relationships○ Bodily autonomy○ Consent• Principles of coaching in early childhood education settings• Familiarity with the following documents:<ul style="list-style-type: none">○ Australian Childhood Foundation, Words Matter○ Building Respect and Equity Among Young Children○ ACEQCA, Quality Area 5 Supporting children to regulate their behaviour○ Early Childhood Australia, Spend a minute on self-regulation and challenging behaviours

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	<ul style="list-style-type: none">○ AERO Professional learning research insight: Building professional coaching relationships
Assessment conditions	<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>
Unit mapping information	No equivalent unit.
Links	