

Be You for VET: CHC40221 Certificate IV in School Based Education Support

Top Picks 5

CHCPRT001 Identify and respond to children and young people at risk

Mapping Be You to qualifications

This Top Picks unit contains Elements, Performance Criteria and Knowledge Evidence to support and facilitate the mental health and wellbeing of children. The following tables identify Be You resources, such as Professional Learning modules and tools, that have the potential to enrich teaching and learning in this unit.

Mapping	Top Picks 5: Be You resources	
Elements, Performance Criteria, Knowledge Evidence (with suggested alignment to Professional Learning module learning outcome statements)	Professional Learning modules: Learning outcomes statements numbered for easy reference (with suggested unit alignment)	Webinars, Fact Sheets, Tools
<p>Element 1: Implement work practices which support the protection of children and young people</p> <p>1.1 Identify children and young people at risk of abuse or neglect by observing signs and symptoms, asking open and non-leading questions, being aware of protective issues and using child protection procedures. (UND3, NOT2)</p> <p>1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures. (PRO2)</p> <p>1.3 Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making. (NOT4)</p>	<p>DOMAIN: <u>MENTALLY HEALTHY COMMUNITIES</u></p> <p>UNDERSTAND 3 Understand risk and protective factors, and influences in your learning community that affect mental health (1.1)</p> <p>DOMAIN: <u>EARLY SUPPORT</u></p> <p>NOTICE 2 Identify how changes in behaviours, emotional responses, expressed thoughts, learning outcomes, social interactions might indicate children/young people are experiencing mental health issues (1.1)</p>	<p>Webinar:</p> <p><u>Community trauma</u></p> <p>Fact Sheets:</p> <p><u>Mental health support</u></p>

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<p>Element 2: Report indications of possible harm</p> <p>2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics. (REC3)</p> <p>2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures. (REC3)</p> <p>2.3 Ensure writing in reports is non-judgemental. (REC3, NOT3)</p> <p>2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report. (REC3, NOT4)</p>	<p>DOMAIN: <u>RESPONDING TOGETHER</u></p> <p>RECOGNISE 3 Identify potential risk and safety issues following a critical incident (E2)</p> <p>RECOGNISE 4 Understand your role in the community's response to a critical incident (1.2)</p> <p>DOMAIN: <u>EARLY SUPPORT</u></p> <p>NOTICE 3 Understand the stepped care approach (2.3)</p> <p>NOTICE 4 Understand how to observe children and young people, and how to record these observations (1.3, 2.3)</p>	<p>Webinar:</p> <p><u>Supporting mental health following a critical incident</u></p> <p>Fact Sheets:</p> <p><u>Trauma</u></p> <p><u>How trauma affects children and young people</u></p> <p><u>Supporting children and young people who have experienced trauma</u></p>