

# **F9R3 04 (EC9) Address the Challenging Behaviour of Individuals**

## **Elements of competence**

- EC9.1 Negotiate goals for acceptable behaviour**
- EC9.2 Manage challenging behaviour**
- EC9.3 Contribute to maintaining a supportive environment**

## **About this Unit**

This Unit is about addressing incidents of challenging behaviour, and includes negotiating boundaries towards minimising such behaviour.

## **Target Group**

This Unit is applicable to those working with individuals with challenging behaviour.

## **Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.**

## F9R3 04 (EC9) Address the Challenging Behaviour of Individuals

Specific Evidence Requirements for this Unit
<b>Simulation:</b>
Simulation is NOT permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<p><b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities, which provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may observe you during a meeting with individual(s) identifying risk factors and discussing and agreeing boundaries of acceptable behaviour. You could also be observed during meetings with colleagues and/or other agencies involved discussing individual(s) where their behaviour is challenging and outside the agreed goals and boundaries.</p> <p><b>Reflective Account/professional discussion:</b> These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of your actions in negotiating and agreeing goals and acceptable boundaries of behaviour with individual(s). You could explain your actions in managing an episode of challenging behaviour and the steps taken to prevent this from escalating, planning interventions to avoid triggers in future and dealing with any remaining conflicts and tensions. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<p><b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures, which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.</p> <p><b>Expert witness:</b> A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.</p> <p>Working within the Youth Justice field can pose a number of challenges for Direct Observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be required to work closely with your assessor in the evidence gathering process.</p> <p><b>Witness testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.</p> <p><b>Products:</b> These can be anonymised copies of any reports, risk assessments, incident reports, behaviour support plans, written agreements or any other agency approved forms. Where products have not been completed by the candidate you need to provide an explanation of the contribution you made, eg how you assisted in managing challenging behaviour.</p> <p>Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your Portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.</p>

## F9R3 04 (EC9) Address the Challenging Behaviour of Individuals

### General guidance

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria and ALL of the knowledge
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions, as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Justice Sector and in particular those staff working with the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

## F9R3 04 (EC9) Address the Challenging Behaviour of Individuals

### Knowledge Specification for this Unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 Legislative requirements, national and local policies, procedures and guidance on the prevention and management of challenging behaviour of individuals.	
2 Why the boundaries and constraints of your own role, responsibility and competence in managing challenging behaviour must be understood and clarified with all parties.	
3 The reasons for using only the minimum physical restraint.	
4 Safe methods of restraint which are consistent with legally permissible methods of control.	
5 Your organisation's policies and procedures relating to the reporting of incidents and to whom the reports should be made.	
6 The legal framework which protects you and others from abuse and assault at work.	
7 The individual's right to take legal action against another and why it is important to consider the implications for others.	
8 What constitutes challenging behaviour as defined through legal policies and guidelines.	
9 How the age and stage of development of an individual can affect the way in which behaviour is viewed.	
10 The difference between challenging behaviour and assertiveness.	
11 The importance of taking into account the individual's previous experience which may impact upon their current behaviour.	
12 Why the manner in which you respond to challenging behaviour needs to be sensitive to the age, gender, culture and religion, understanding and circumstances of a particular individual.	
13 Factors which may contribute to the escalation or defusing of challenging behaviour.	
14 Signs and indicators of potential risk to people during episodes of challenging behaviour.	
15 Factors which determine appropriate goals and boundaries for individuals.	
16 The importance of reflecting on incidents of challenging behaviour and of recognising their impact on relationships.	
17 Available forms of help and support for individuals and yourself, and how to access them.	
18 Techniques for diverting potential challenging behaviours.	
19 How to apply safe and minimal methods of restraint.	

# F9R3 04 (EC9) Address the Challenging Behaviour of Individuals

## EC9.1 Negotiate goals for acceptable behaviour

Performance Criteria		DO	RA	EW	Q	P	WT
1	Identify achievable goals and boundaries for behaviour appropriate to the individual's circumstances, and which are in line with legislative and organisational requirements.						
2	Identify risk factors which might jeopardise the individual's acceptable behaviour, and identify ways of addressing these.						
3	Discuss the identified goals and boundaries and clarify them with the individual, in a manner appropriate to their understanding and particular requirements.						
4	Discuss and clarify the identified goals, boundaries and associated roles with appropriate others.						
5	Ensure that areas of conflict and tension are acknowledged and explored in an open and honest manner, and ways identified by which these may be resolved.						
6	Identify factors which contribute to and enhance the individual's ability to manage their behaviour.						
7	Seek appropriate support where there are any difficulties in negotiating realistic goals and boundaries with the individual.						
8	Obtain the informed consent of individuals regarding the actions to be taken.						
9	Record agreements reached and share the implications for future work with the individual, and with all those who need to know, in keeping with organisational policy.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

# F9R3 04 (EC9) Address the Challenging Behaviour of Individuals

## EC9.2 Manage challenging behaviour

Performance Criteria		DO	RA	EW	Q	P	WT
1	Identify when an individual's behaviour is outside the agreed goals and acceptable boundaries.						
2	Respond calmly and communicate in a manner which maximises the safety, rights and dignity of those involved, whilst dealing with the challenging behaviour.						
3	Identify and implement appropriate interventions, ensuring that the methods and level of interventions are in line with legislation, policy and procedures, and are consistent with the plan for working with the individual.						
4	Ensure that where physical restraint is used, the degree and duration are in keeping with your organisation's policies.						
5	Monitor closely the individual to ensure their physical safety, and mental well-being, and respond appropriately to changes in their behaviour.						
6	Ensure that the individual's needs, feelings and responses to the intervention are listened to and are considered.						
7	Ensure that the incident is recorded accurately, legibly and completely, and relevant information is shared with those people who need to know and in keeping with your organisation's policy.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

## F9R3 04 (EC9) Address the Challenging Behaviour of Individuals

### EC9.3 Contribute to maintaining a supportive environment

Performance Criteria		DO	RA	EW	Q	P	WT
1	Ensure that following an intervention the individual, and others involved in the incident, receive appropriate support.						
2	Ensure that the individual is given sufficient time to recover before being encouraged to discuss their feelings and the impact of the incident.						
3	Consider relevant factors, including historical, psychological and situational, and identify those which may have provoked or contributed to the challenging behaviour with the individual and others involved.						
4	Encourage the individual to reflect upon the specific incident of challenging behaviour and to determine its cause and the consequences.						
5	Determine potential causes of the individual's challenging behaviour and take relevant steps towards minimising these.						
6	Encourage the individual to explore and to develop methods to manage their own behaviour.						
7	Ensure that relevant information is shared with relevant parties in agreeing strategies to enable the individual to manage their behaviour.						
8	Seek opportunities by which the individual can make amends, where relevant.						
9	Discuss any changes to agreed goals and boundaries of behaviour with the individual, in a manner appropriate to their understanding and circumstance.						
10	Ensure that remaining conflicts and tensions between the individual and others are acknowledged openly, and ways in which these may be resolved are identified and progressed.						
11	Seek relevant support, information and advice to help resolve difficulties.						
12	Ensure that records of incidents are accurate, legible and complete and in keeping with organisational policy.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

## F9R3 04 (EC9) Address the Challenging Behaviour of Individuals

*To be completed by the candidate*

**I submit this as a complete Unit**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I certify that sufficient evidence has been produced to meet all the Elements, PCs and Knowledge of this Unit.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/internal verifier feedback**

*To be completed by the internal verifier if applicable.*

***This section only needs to be completed if the Unit is sampled by the internal verifier.***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....