

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**HIGHER NATIONAL UNIT SPECIFICATION**

**GENERAL INFORMATION**

|                                                   |                                      |
|---------------------------------------------------|--------------------------------------|
| <b>-Unit number-</b>                              | <b>D3AH 04</b>                       |
| <b>-Unit title-</b>                               | <b>MANAGING DISRUPTIVE BEHAVIOUR</b> |
| <b>-Superclass category-</b>                      | <b>GA</b>                            |
| <b>-Date of publication-<br/>(month and year)</b> | <b>AUGUST 2000</b>                   |
| <b>-Originating centre for unit-</b>              | <b>SQA</b>                           |

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Applying skills, knowledge and understanding to manage disruptive behaviour.

This unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

**OUTCOMES:**

1. explain the factors contributing to disruptive behaviour;
2. evaluate a range of methods and approaches which contribute to the management of disruptive behaviour;
3. respond appropriately to disruptive behaviour.

**CREDIT VALUE:** 1 HN Unit

**ACCESS STATEMENT:** Access to this unit is at the discretion of the centre.

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Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £2.50 per unit (minimum order £5.00).

## HIGHER NATIONAL UNIT SPECIFICATION

### STATEMENT OF STANDARDS

Unit number: D3AH 04

Unit title: MANAGING DISRUPTIVE BEHAVIOUR

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### OUTCOME

1. EXPLAIN THE FACTORS CONTRIBUTING TO DISRUPTIVE BEHAVIOUR

### PERFORMANCE CRITERIA

- (a) The identification of the range of behaviours which may be perceived as disruptive is correct.
- (b) The explanation of factors which may give rise to disruptive behaviour is comprehensive.
- (c) The explanation of the tutor's response to disruptive behaviour is valid in terms of its impact in maintaining a positive learning environment.

### RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

### EVIDENCE REQUIREMENTS

Written with supplementary oral evidence, as appropriate to meet the performance criteria.

For performance criterion (a) at least 4 types of behaviour should be covered.

**OUTCOME**

2. EVALUATE A RANGE OF METHODS AND APPROACHES WHICH CONTRIBUTE TO THE MANAGEMENT OF DISRUPTIVE BEHAVIOUR

**PERFORMANCE CRITERIA**

- (a) The identification of appropriate skills required for the effective management of disruptive behaviour is accurate.
- (b) The description of methods and approaches for dealing with disruptive behaviour is clear and consistent in terms of current theory and practice.
- (c) The evaluation of methods and approaches are valid in relation to the learning environment.

**RANGE STATEMENT**

Methods and approaches: learning/teaching/classroom-based; behavioural; cognitive/behavioural; counselling, disciplinary processes.

**EVIDENCE REQUIREMENTS**

Written with supplementary oral evidence, as appropriate to meet the performance criteria across the range.

For performance criterion (a) a minimum of 2 skills should be covered.

For performance criterion (b) at least 2 types of methods and approaches should be covered.

**OUTCOME**

3. RESPOND APPROPRIATELY TO DISRUPTIVE BEHAVIOUR

**PERFORMANCE CRITERIA**

- (a) The response to disruptive behaviour is prompt and appropriate and in line with college policy and procedures.
- (b) The treatment of the learner is appropriate in terms of the learner's need for dignity and self-esteem.
- (c) The evaluation of the impact of the response is valid in terms of maintaining a positive learning environment.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

Performance criterion (a). Written with supplementary oral evidence, as appropriate, in relation to 2 case studies.

Performance criteria (b) and (c). Performance and documentary evidence that the candidate has responded to disruptive behaviour on a minimum of one occasion. This can, if required, be achieved through simulation.

**ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external moderation.

**SPECIAL NEEDS**

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external moderator.

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**HIGHER NATIONAL UNIT SPECIFICATION****SUPPORT NOTES**

Unit number: D3AH 04

Unit title: MANAGING DISRUPTIVE BEHAVIOUR

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit is designed to facilitate the candidate's understanding of disruptive behaviour within the further education setting. This knowledge and understanding should help to inform the candidate's approach to managing disruptive behaviour.

Colleges' commitment to wider access for all sections of the communities they serve has resulted in a change of nature of the FE college's client base. This wide range of students have different aims and learning requirements. Some will exhibit behaviour that is disruptive. In seeking to include these individuals and make their experience of further education a positive one, lecturers need to develop approaches for managing disruptive behaviour.

**CONTENT/CONTEXT** The principal context will be the training/teaching environment. The candidate should have access to a workplace where evidence to meet the performance criteria can be generated.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

**Outcome 1**

- roots of disruptive behaviour including family disadvantage or dysfunction, poor parenting skills, poor experiences at school, bullying, difficulties in learning and psychological difficulties
- types of disruptive behaviour e.g. childish behaviour, aggressive behaviour, behaviour that inhibits learning, relationship problems, environmentally challenging behaviour, anti-social/criminal behaviour
- social exclusion
- concept of inclusive learning
- factors which contribute to disruptive behaviour at strategic, systems and delivery levels
- strategies for responding to disruptive behaviour with an emphasis on de-escalation techniques

- the boundaries of the tutor's role (including legal boundaries)
- the rights and responsibilities of both staff and students

### Outcomes 2 and 3

- effective classroom management
- behaviour management
- assertiveness
- verbal and non-verbal communication skills
- handling disagreements, complaints, criticism, aggression
- skills of observation, listening and awareness of the verbal and non-verbal signs of potential difficulties
- learning/teacher/classroom-based methods e.g.,
  - rule-based method
  - action planning
  - self-esteem
  - peer support
- behavioural methods e.g.
  - antecedents, behaviour, consequences (ABC)
  - behavioural approaches to teaching package (BATPACK)
  - assertive discipline
  - social skills training
- cognitive/behavioural e.g.
  - no blame approach to bullying
  - assertiveness training
  - neuro-linguistic programming (NLP)
  - transactional analysis (TA)
  - personal construct psychology (PCP)
- counselling
- how to adjust teaching and learning strategies to respond to individual requirements and learning styles
- rights and responsibilities associated with managing disruptive behaviour
- legal aspects of disruptive behaviour
- college guidance procedures, including referral
- sources of additional learner support, guidance and counselling
- sources of specialist counselling and other professional support and how to access them
- college disciplinary policy and procedures
- maintenance of confidentiality

**APPROACHES TO GENERATING EVIDENCE** The achievement of the skills and underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the outcomes. Case studies and role plays would also provide illustrative examples.

Line managers and employers should be encouraged, wherever possible, to assist the candidate in generating real performance evidence from the workplace into a portfolio of evidence. This portfolio should be generated from all available sources and where direct evidence is not available, use should be made of the types of supplementary evidence identified in the assessment procedures.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education, e.g. TQFE.

**ASSESSMENT PROCEDURES** Evidence gathered from the workplace, i.e. natural performance, would be the primary method of assessing the candidate's competence although a variety of other methods may be used either to supplement this or to provide evidence across the full range of performance criteria. The following forms of evidence would be appropriate to this unit:

### **Outcomes 1 and 2**

Written assignment

### **Outcome 3**

2 case studies on different situations during which disruptive behaviour is exhibited. Questions relating to the case studies should elicit how the candidate assesses these situations.

Direct observation by the assessor of the candidate as he/she performs his/her own work.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective log.

Evidence may also be generated through simulation, if appropriate.

Reflective log on at least one incident.

Oral questioning, where competence cannot be inferred from direct performance evidence and supporting evidence of performance. This could include answers given by the candidate to questions about his/her actual performance and what the candidate would do and why in different circumstances – particularly appropriate for evidence of the candidate's ability to meet the demands of special situations and for consideration of organisational policy observance.

### **REFERENCES**

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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