



Higher National Unit specification

General information

Unit title: Supporting Children and Young People's Behaviour
(SCQF level 7)

Unit code: H98Y 34

Superclass: PN

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Unit purpose

This Unit is designed to enable learners to gain an awareness of how to manage and support children and young people's behaviour.

The learner will gain knowledge and understanding of the theoretical approaches and factors that influence behaviour which will enable them to support children and young people's behaviour in practice.

This Unit will also enable learners to explore strategies to support a range of behaviours including additional support needs.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Analyse and evaluate current theory in relation to behaviour and apply to practice.
- 2 Explain a range of factors that influence children and young people's behaviour.
- 3 Analyse and evaluate a range of strategies employed by the learner and other professionals in the support of children and young people's behaviour including additional support needs.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

It is recommended that the learner should be able to demonstrate an understanding of the behaviour of children and young people. Evidence could be through the achievement of current NC Units or equivalent which assess knowledge and understanding of children and young people pre-birth to 16 years, or SVQ level 2 Children's Care, Learning and Development or Playwork. It may also be evidenced through experience of working with children and young people.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment.

Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: General information (cont)

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

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Analyse and evaluate current theory in relation to behaviour and apply to practice.

Knowledge and/or Skills

- ◆ Terminology — learning, development and behaviour
- ◆ Current behavioural theory within professional context
- ◆ Evidence-based practice

Outcome 2

Explain a range of factors that influence children and young people's behaviour.

Knowledge and/or Skills

- ◆ Factors of behaviour
- ◆ Influences on behaviour
- ◆ Importance of understanding age appropriate behaviour
- ◆ Possible influences of the childcare professional on a range of behaviours

Outcome 3

Analyse and evaluate a range of strategies employed by the learner and other professionals in the support of children and young people's behaviour including additional support needs.

Knowledge and/or Skills

- ◆ Observation and assessment techniques
- ◆ Strategies employed to support children and young people's behaviour including additional support needs
- ◆ Effectiveness of strategies employed to support children and young people's behaviour including additional support needs

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Evidence Requirements for this Unit

Learner will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1

- ◆ Explain the terms learning, development and behaviour.
- ◆ Apply and evaluate a minimum of two (2) relevant behavioural theories to practice within a professional context.
- ◆ Evaluate the use of behavioural theory to practice.

Outcome 2

- ◆ Identify and explain a minimum of four (4) relevant influences on children and young people's behaviour including age appropriate behaviour.
- ◆ Evaluate the role the childcare professional may have on influencing children and young people's behaviour.

Outcome 3

- ◆ Record and evaluate children and young people's behaviour using a range of observation and assessment techniques (a minimum of two (2)).
- ◆ Identify and explain a range of strategies employed to support children and young people's behaviour including additional support needs (a minimum of three (3)).
- ◆ Evaluate a range of strategies employed to support children and young people's behaviour including additional support needs (a minimum of two (2)).

Assessment for this Unit

Assessment may be carried out through use of case study materials for Outcomes 1, and 2 to evidence understanding of theory and influences.

Outcome 3 will take the form of a case study of a child or young person or group of children and young people based on the learner's workplace or work-based placement. Centres may consider giving learners the opportunity to integrate this assessment with Outcomes 2 and 3 of the Unit Children and Young People with Additional Support Needs.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is included in the framework of the HNC Social Services Children and Young People and is offered as an optional Unit for Children and Young People. It is recommended that it should be delivered and assessed within the subject area of the Group Award to which it contributes.

In addition to providing learners with underpinning knowledge in generic terms about the theory and support strategies of children's behaviour it will also give them the opportunity to observe and evaluate behaviour support techniques in real situations. Learners will have the opportunity to reflect on these techniques and apply them to their own practice. In addition to this learners will be able to explore an area of interest which involves more challenging behaviour to help them understand the wider implications of work within this field.

The Unit starts off with an introduction to the concept of 'behaviour' followed by analysis and evaluation of behavioural theory which learners are expected to apply to practice.

This Unit is intended to introduce the learner to the importance of understanding the factors that influence behaviour and to give them the opportunity to explore ways of successfully supporting a range of behaviours including additional support needs.

This Unit also enables learners to assess and evaluate children and young people's behaviour through applying a range of observational techniques.

Higher National Unit Support Notes (cont)

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Outcome 1

Analyse and evaluate current theory in relation to behaviour and apply to practice.

There is an element of overlap with the mandatory Unit Theoretical Approaches: Lifespan Development. Learners should be familiar with the relevant terminology used to describe behaviour. Learners should be able to demonstrate an understanding of behavioural theory and apply to practice: Learners should have the opportunity explore, analyse and evaluate a range of psychological theories and research which influence childhood practice across a number of contexts. Suggested theories to cover, however this list is not exhaustive:

- ◆ Classical conditioning and operant conditioning (Pavlov, Skinner, Thorndike, Watson).
- ◆ Social learning theory/research (Bandura, Rosenthal and Jacobsen).
- ◆ Any other relevant theory relating to behaviour. This could include cognitive and psychoanalytical theories.

Learners will focus on the application of psychological theory to the processes of childhood practice.

Outcome 2

Explain a range of factors that influence children and young people's behaviour.

Learners should be aware of the normal sequences and patterns of children and young people's development. Learners should be able to demonstrate an understanding of factors such as, personality, characteristics, inherited conditions and physiological states. When looking at the influences on behaviour learners could start by looking at themselves and analysing what has influenced their behaviour over the years. This is a very broad area of research. Suggested influences to cover, however this list is not exhaustive:

- ◆ Family (including parenting styles, expectations and control)
- ◆ Media
- ◆ Peers
- ◆ Education
- ◆ Additional Support Needs
- ◆ Culture (including cultural expectations and child rearing practices)
- ◆ Self Awareness (including concept of self)
- ◆ Law

Learners should also be encouraged to look at research studies in this field eg cross-cultural studies, self-awareness studies.

Learners should explore the influences of childhood practice professionals on behaviour, eg role modelling, anti-discriminatory practice and participation.

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Outcome 3

Analyse and evaluate a range of strategies employed by the learner and other professionals in the support of children and young people's behaviour including additional support needs.

For the successful completion of this Outcome learners will need access to work placement. This Outcome will give learners the opportunity to see how theory is put into practice and begin to develop some of the skills of behaviour support for themselves. Learners will need to use a variety of observational techniques to assess children and young people's behaviour. It is an important element of this Outcome that learner's reflect on and evaluate the techniques used.

Suggested observation techniques (this list is not exhaustive):

- ◆ Duration
- ◆ Time Sampling
- ◆ Event/frequency Sampling
- ◆ ABC model
- ◆ Movement Charts

Learners should be able to explore and demonstrate a range of strategies in the support of children and young people's behaviour. Suggested strategies (this list is not exhaustive):

- ◆ Behaviour Policies
- ◆ Reward
- ◆ Appropriate use of praise
- ◆ Consultation
- ◆ Time out
- ◆ Negotiation
- ◆ Ignoring
- ◆ Goals and boundaries
- ◆ Distraction
- ◆ Mediation
- ◆ Conferencing
- ◆ Referral to appropriate professionals

Learners should be able to demonstrate an awareness of the roles of a variety of other professionals and the strategies that they use in the support of children and young people's behaviour. Suggested professionals (this list is not exhaustive):

- ◆ Teacher
- ◆ Educational Psychologist
- ◆ Clinical Psychologist
- ◆ Primary Health Care Team
- ◆ Speech and Language Therapist
- ◆ Play Therapist
- ◆ Music Therapist
- ◆ Social Worker

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It is essential that learners are aware of the importance of maintaining relationships with parents/carers in the assessment and decision making process relating to behaviour management.

Learners will also need to demonstrate the ability to evaluate strategies of behaviour support in the workplace and draw informed conclusions as to their effectiveness.

Guidance on approaches to delivery of this Unit

It is expected that there will be integration between this Unit and the mandatory Unit H8WM 34 *Theoretical Approaches: Lifespan Development* and considerable integration with the Option Unit DF55 34 *Children and Young People with Additional Support Needs* and therefore it is recommended that if Centres opt to deliver both these Unit. However, this can be undertaken as a standalone Unit for CPD. It is recommended that this Unit is delivered after the delivery of the mandatory Unit H8WM 34 *Theoretical Approaches: Lifespan Development* and simultaneously with DF55 34 *Children and Young People with Additional Support Needs* to facilitate integration of assessment.

It is recommended that this Unit is delivered through lecturers, group work, practical classroom activities, visits by professional and visits to appropriate childhood practice settings. There are a variety of media resources that can be used to support the delivery of this Unit.

Learners should be encouraged to undertake autonomous learning through research of current studies and behavioural strategies.

It is essential that learners make reference to National Care Standards (2005) and relevant legislation, policy and practice throughout. Learners should also be aware of Childhood Practice Standards (2007) for Managers/lead practitioners to facilitate progression within the sector.

Completion of the Group Award will enable progression to HND Childhood Practice, SVQ level 4 and employment at practitioner level. This will allow the learner to register with Scottish Social Services Council (SSSC).

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

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Assessment may be carried out through use of case study materials for Outcomes 1, and 2 to evidence understanding of theory and influences. This assessment could either be undertaken under supervised condition, closed-book, or open-book in which case it should be fully referenced using a recognised Referencing System.

Outcome 3 will take the form of a case study using a range of observational techniques of a child or young person or group of children and young people based on the learner's workplace or work-based placement. Centres should consider giving learners the opportunity to integrate this assessment with Outcomes 2 and 3 of the Unit DF55 34 *Children and Young People with Additional Support Needs*. Learners will have to take into consideration ethical issues in undertaking research with children and young people and gain the necessary informed agreement from appropriate sources. An appropriate Code of Ethics should be considered, eg British Psychological Society Code of Ethics. All work should be fully authenticated by work placement supervisor or employer.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Evidence Requirements for each Outcome.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skill(s) of *Communication*, *Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Supporting Children and Young People's Behaviour (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you to gain an awareness of how to manage and support children and young people's behaviour. You will gain knowledge and understanding of the theoretical approaches and factors that influence behaviour which will enable you to support children and young people's behaviour in practice. It will also enable you to explore strategies to support a range of behaviours including additional support needs.

On successful completion of the Unit Outcomes you will be able to:

- 1 Analyse and evaluate current theory in relation to behaviour and apply to practice.
- 2 Explain a range of factors that influence children and young people's behaviour.
- 3 Analyse and evaluate a range of strategies employed by the learner and other professionals in the support of children and young people's behaviour including additional support needs.

You will become familiar with relevant terminology that is used to describe behaviour, and you will be able to demonstrate an understanding of behavioural theory and apply this to your practice: You will be given the opportunity to research, analyse and evaluate other relevant psychological theories and be able to apply them to the processes of childhood practice.

You will develop an understanding of factors such as, personality, characteristics, inherited conditions and physiological states, and a range of influences on behaviour in general. You will explore the influences of childhood practice professionals on behaviour, eg role modelling, anti-discriminatory practice and participation.

You will have the opportunity to undertake a work placement if you are not already in employment, and this will facilitate your learning on how theory is put into practice and you will begin to develop some of the skills of behaviour support for yourself. You will use a variety of observational techniques to assess children and young people's behaviour and this will enable you to reflect on and evaluate the techniques used. You will explore a range of strategies in the support of children and young people's behaviour. You will develop an awareness of the roles of a variety of other professionals and the strategies that they use in the support of children and young people's behaviour. You will gain awareness of the importance of maintaining relationships with parents/carers in the assessment and decision making process relating to behaviour management.

You will be given the opportunity develop the ability to evaluate strategies of behaviour support in the workplace and draw informed conclusions as to their effectiveness.

Assessment may be through use of case study materials for Outcomes 1, and 2 to evidence your understanding of theory and influences.

General information for learners (cont)

Unit title: Supporting Children and Young People's Behaviour
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For Outcome 3 you will be required to carry out a case study using a range of observational techniques of a child or young person or group of children and young people based on your workplace or work-based placement. You will have to take into consideration ethical issues in undertaking research with children and young people and gain the necessary informed agreement from appropriate sources. An appropriate Code of Ethics should be considered, eg British Psychological Society Code of Ethics. All your work should be fully authenticated by work placement supervisor or employer.

In order to achieve this Unit, you are required to present sufficient evidence that you have met all the Evidence Requirements for each Outcome.

There are opportunities for you to develop the Core Skill(s) of *Communication, Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

If you use the Internet to conduct research you will also have opportunities to develop skills in *Information and Communications Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

You will be encouraged to undertake autonomous learning through research of current studies and behavioural strategies.

It is essential that you make reference to National Care Standards (2005) and relevant legislation, policy and practice throughout this Unit. You should also be aware of Childhood Practice Standards (2007) for Managers/lead practitioners to facilitate progression within the sector.