

Higher National Unit Specification

General information for centres

Unit title: Understanding and Supporting Children's Behaviour

Unit code: DF54 34

Unit purpose: This Unit is designed to enable candidates to gain an understanding of the reasons why young children behave the way they do and the factors that influence this behaviour. This Unit will also enable candidates to explore strategies to use in the support of a range of behaviours with consideration of the additional support needs for more challenging behaviour.

On completion of the Unit the candidate should be able to:

- ◆ Identify and explain factors that influence behaviour
- ◆ Analyse and evaluate a range of strategies in the support of behaviour
- ◆ Investigate causes for concern and additional support needs
- ◆ Demonstrate an awareness of the roles of other professionals and the strategies they use in the support of behaviour

Credit value: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It is recommended that the candidate should be able to demonstrate a thorough understanding of the development and behaviour of children. This may be evidenced by significant experience working with children. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of children in the age range birth to 12 years, or SVQ level 2 Early Years Care and Education or Playwork.

Core skills: There is no automatic certification of Core Skills or a Core Skill component in this Unit. However there may be opportunities to develop the Core Skills of Communication and Problem Solving to levels required by occupations in early education and childcare or progression pathways supported by the HNC Early Education and Childcare.

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 areas of the group to which it contributes. This Unit is included within the framework for HNC Early Education and Childcare. It forms one of the optional Units. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

General information for centres (cont)

Assessment: This Unit will be assessed through 2 instruments of assessment. These will take the form of a case study from an early education and/or childcare setting for Outcomes 1 and 2 and an investigation into an area of concern for Outcomes 3 and 4.

Higher National Unit specification: statement of standards

Unit title: Understanding and Supporting Children's Behaviour

Unit code: DF54 34

The sections of the Unit stating the outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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

Identify and explain factors that influence children's behaviour.

Knowledge and/or skills

Candidates should be able to:

- ◆ Identify factors that influence a range of behaviours
- ◆ Analyse theories which describe influences on the development of a range of behaviours
- ◆ Describe and explain the importance of understanding age appropriate behaviour
- ◆ Explain the influences of the family on a range of behaviours and recognise that differing cultural expectations and child rearing practices will influence behaviour
- ◆ Recognise the importance of an awareness of the concept of 'self' in the development of behaviour
- ◆ Explain the possible influences of the childcare worker on a range of behaviours

Evidence requirements

Candidates will need to provide evidence of theoretical understanding of the ways in which children's behaviour develops and the factors that influence their behaviour. This evidence will show that the candidate can:

- ◆ Explain how a range of theories can be used to describe how children's behaviour develops
- ◆ Explain what is meant by expected behaviour with reference to normative development of children aged 0–12 years
- ◆ Explain the importance of the concept of 'self' in the development of behaviour
- ◆ Identify aspects of behaviour influenced by positive and negative self-awareness
- ◆ Identify the key influences of the family on children's behaviour and evaluate their effects
- ◆ Evaluate the influences of different cultural practices on children's behaviour
- ◆ Explain how childcare workers might influence children's behaviour

Higher National Unit specification: statement of standards (cont)

Unit title: Understanding and Supporting Children's Behaviour

Assessment guidelines

Assessment for this outcome will be integrated with Outcome 2, details of which are given under Outcome 2 below.

Outcome 2

Analyse and evaluate a range of strategies in the support of positive behaviour.

Knowledge and/or skills

Candidates should be able to:

- ◆ Use a range of techniques to observe and assess children's behaviour individually and in groups
- ◆ Demonstrate an awareness of the principles behind a range of age appropriate strategies to use when supporting children's behaviour such as praise, encouragement, reward, behaviour modification, setting goals and boundaries, distraction, and negotiation
- ◆ Explain the rationale which underpins behaviour policies within a childcare setting
- ◆ Analyse and evaluate the effectiveness of a range of strategies used in a childcare setting in the support of positive behaviour, including working in partnership with parents and other carers

Evidence requirements

- ◆ Observe and assess children's behaviour
- ◆ Analyse and evaluate the effectiveness of the practitioner's support of positive behaviour
- ◆ Link the strategies used by themselves and others to the setting's behaviour policy
- ◆ Identify how settings can work with parents to promote positive behaviour

Assessment guidelines

Assessment for this outcome will be integrated with Outcome 1 and will take the form of a case study of a child or group of children based in the candidate's workplace setting focusing on one or more childhood/developmental stages.

The case study will give candidates the opportunity to demonstrate knowledge and understanding of the theory of and influences on behaviour, as well as the practical skills necessary to assess and support positive behaviour and should contain:

- ◆ Explanation of the behavioural theories used
- ◆ Explanation of the normative behaviour for the selected developmental stage
- ◆ Use of a range of techniques to observe and assess
- ◆ Explanation of the concept of 'self' in relation to the observed behaviour
- ◆ Evaluation of influences of significant others on the observed behaviour
- ◆ Evaluation of cultural influences on the observed behaviour
- ◆ Explanation of the choice of age-appropriate strategies to support positive behaviour with reference to the behaviour policy of the setting

Higher National Unit specification: statement of standards (cont)

Unit title: Understanding and Supporting Children's Behaviour

- ◆ Explanation of the involvement of parents/carers
- ◆ Analysis and evaluation of the effectiveness of strategies used

Outcome 3

Investigate causes for concern and additional support needs.

Knowledge and/or skills

Candidates should be able to:

- ◆ Show an understanding of common causes of concern in relation to a range of behaviours
- ◆ Understand the concept of anti social behaviour and how this impacts on children's development
- ◆ Show an understanding of the causes of more severe problem behaviours
- ◆ Show understanding of the procedures for the referral of children in need of additional support

Evidence requirements

Candidates will need to produce written evidence in the form of a portfolio to show they can:

- ◆ Identify a minimum of three common causes of concern and explain how these can be supported in the childcare setting
- ◆ Explain the effect of a minimum of 2 types of anti social behaviour on children's development (looking at both the instigator and recipient's development)
- ◆ Identify a minimum of 2 more severe behaviour problems and consider the possible causes
- ◆ Explain referral procedures for children in need of additional support

Assessment guidelines

The assessment for this outcome will be integrated with Outcome 4, details of which are given under Outcome 4 below.

Outcome 4

Demonstrate an awareness of the roles of other professionals and the strategies they use in the support of positive behaviour in children with additional support needs.

Knowledge and skills

Candidates should be able to:

- ◆ Demonstrate knowledge and awareness of the roles played by a variety of professionals in the support of positive behaviour
- ◆ Demonstrate knowledge and awareness of strategies used by specialist professionals in the support of positive behaviour

Higher National Unit specification: statement of standards (cont)

Unit title: Understanding and Supporting Children's Behaviour

- ◆ Show understanding of the importance of establishing and maintaining relationships with parents/carers of children referred for additional support

Evidence requirements:

Evidence generated should give candidates the opportunity to show their awareness of the ways in which behaviour concerns referred to other agencies may be supported.

- ◆ Describe the role of one professional and the strategies he/she may use in the support of positive behaviour
- ◆ Explain the importance of the involvement of parents and carers in the support of a child who is referred to other agencies

Assessment guidelines:

The assessment for this outcome will be integrated with Outcome 3 and will require the candidate to carry out an investigation into a chosen area of concern which should include the following:

- ◆ Demonstration of an understanding of the causes of concern
- ◆ Explanation of reasons for referral to specialist agencies
- ◆ Explanation of referral procedure
- ◆ Explanation of any recognised/diagnosed condition
- ◆ Description of strategies used
- ◆ Evaluation of the effectiveness of the methods used to support positive behaviour
- ◆ Explanation of the involvement of parents/carers/significant others

Administrative Information

Unit code:	DF54 34
Unit title:	Understanding and Supporting Children's Behaviour
Superclass category:	PK
Date of publication:	April 2004
Version:	01
Source:	SQA

© Scottish Qualifications Authority 2004

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

Higher National Unit specification: support notes

Unit title: Understanding and Supporting Children's Behaviour

This part of the Unit specification is offered as guidance. The support notes 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 Early Education and Childcare and is offered as an optional Unit. 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 candidates with underpinning knowledge in generic terms about the theory and support of children's behaviour it will also give them the opportunity to observe and evaluate behaviour support techniques in real situations. Candidates will have the opportunity to reflect on these techniques and apply them to their own practice. In addition to this candidates 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 a broad introduction to the concept of 'behaviour', how children develop behaviour and a range of factors which may influence their development. It then goes on to look at appropriate ways of supporting normative behaviour in a variety of childcare settings. Following on from this the Unit looks at more challenging types of behaviour with which the candidate may come into contact and outlines the procedures that will enable additional support to be put into place considering the nature of the types of support available.

This Unit is intended to introduce the candidate 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.

Outcomes 3 and 4 should be seen as largely investigative and so time from the allocated hours should be given for this. Candidates could work in pairs or groups in order to share the workload and develop skills in working as a team.

It should be noted that this Unit provides substantial evidence for both the underpinning knowledge and understanding and the performance criteria for the SVQ 3 Early Years Care and Education Unit C7 Provide a Framework for the Management of Behaviour.

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Children's Behaviour

The following notes give some additional information on each outcome:

Outcome 1

There is an element of overlap with the mandatory Unit: Theoretical Approaches to Development and Learning for the first part of this outcome. Depending on the sequence of delivery of the award it may be possible to draw on evidence to show understanding of the theory of the development of behaviour from this mandatory Unit. However it will be necessary to look at Behaviourist Theories and Social Learning Theories as part of this Unit as these are the principles on which many of the techniques of behaviour support are based. Candidates should be familiar with the relevant terminology used to describe behaviour and be aware of the normal sequences and patterns of children's development 0 – 12. When looking at the influences on behaviour candidates could start by looking at themselves and analysing what has influenced their behaviour over the years. This is a very broad area of research and it would be expected that candidates focus on the key areas of family, self awareness, cultural expectations and practices to look at in some depth.

Candidates should be able to demonstrate an understanding of the factors that influence behaviour in children:

- ◆ Behaviours: reflex behaviour, instinct, maturation, critical periods in development, physiological state, personality characteristics, inherited conditions
- ◆ Learning theories:
 - Behaviourist theories: classical conditioning and operant conditioning (Pavlov, Skinner, Thorndike)
 - Social Learning theory (Bandura, Rosenthal and Jacobsen)
 - Cognitive theories: Constructivist model, (Piaget, Hughes, McGarrigle and Donaldson)
 - Social constructivist models, (Bruner, Vygotsky)
 - Psychoanalytical theories, (Freud, Erikson)
- ◆ Realistic expectations of behaviour at different stages of development with regard to Social, Emotional, Physical, Cognitive, and Language Development.

Candidates will also need to provide evidence of the ways in which the family can influence behaviour demonstrating differing patterns of family functioning and behaviour.

- ◆ Influence of the family:
 - Parenting styles
 - Parent's expectations
 - Parental control
 - Bonding and attachment (Bowlby, Kalus and Kennel, Schaffer and Emerson)
 - Separation (Robertson study)

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Children's Behaviour

- ◆ The influence of differing cultural expectations and child rearing practices:
 - Recognising that there is no 'universally accepted way' to bring up children
 - Cross cultural studies such as Rouse and Griffin/Dwivedi

The importance of a concept of 'self' as a factor in the development of behaviour.

- ◆ Self image/self worth/self-regard/self esteem for example showing confidence, pride in achievement, caring for themselves (all positive concepts), or giving up easily, making derogatory remarks about themselves, unwilling to try new tasks in case they fail (all negative concepts)
- ◆ Awareness of transitional stages e.g. 'tweenagers'
- ◆ Ethnic identity
- ◆ Gender identity

- ◆ Influences of the childcare worker on behaviour
 - As a role model (Bandura)
 - Carer's expectations/Anti discriminatory practice – gender, race, culture, disability

Outcome 2

For the successful completion of this outcome candidates will need access to work placement. This outcome will give candidates the opportunity to see how theory is put into practice and begin to develop some of the skills of behaviour support for themselves. Elements of this outcome could link to the mandatory Unit: Curriculum and Assessment in an Early Education and Childcare Setting as candidates will need to use a variety of observational techniques to accurately observe children's behaviour. It is an important element of this outcome that candidates reflect on the techniques used and evaluate their success or otherwise. Candidates should also explore the rationale behind behaviour policies and the importance of early years working adhering to these policies.

Candidates should be able to demonstrate a range of strategies in the support of behaviour which includes:

- ◆ Using the ABC model to assess a range of behaviours.
- ◆ Using appropriate methods of observation and assessment
 - Duration sampling
 - Time sampling
 - Event sampling

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Children's Behaviour

- ◆ Describing appropriate goals and boundaries to use with children at different ages/stages of development
- ◆ Understanding the principles behind the 'behaviour modification' approach to supporting behaviour with the aim to develop self discipline
- ◆ Explaining why it is necessary to de-escalate a situation and how and when to use strategies such as:
 - Reward
 - Praise/positive reinforcement
 - Encouragement
 - Distraction
 - Time out
 - Negotiation
 - Explanation
 - Negative reinforcement
 - Ignoring
- ◆ Modifying the environment to encourage appropriate behaviour
- ◆ Enabling children to manage their own behaviour through routines
- ◆ Why and how behaviour policies are used in a childcare setting:
 - The need for procedures which inform good practice
 - The need for 'ownership' of the policy
 - The need for a team approach to the implementation of the policy to ensure continuity and consistency of practice
 - The importance of working with parents and other carers when implementing the policy
 - The need for ongoing evaluation of the policy
- ◆ How parents and other carers can be involved in:
 - The assessment of behaviour
 - The decision making process on the support of behaviour
 - The implementation of any strategies to be used
 - The evaluation of strategies used
- ◆ Candidates will also need the opportunity to demonstrate the ability to critically evaluate methods of behaviour support in the workplace and draw informed conclusions as to their effectiveness.

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Children's Behaviour

Outcome 3

As this outcome explores areas of more challenging behaviour it is not expected that all candidates will have opportunity for real experience, therefore it will be necessary for this outcome to be covered through a mixture of group discussions and individual research into a variety of areas of concern.

Candidates should be able to demonstrate an awareness of behaviour that causes concern and the additional support needs that can be put in place.

- ◆ Main causes of concern for example:
 - Temper tantrums
 - Bed wetting
 - Habitual negative behaviour
 - Eating
 - Sleeping
 - Attention seeking
 - Disruption
 - Jealousy
 - Biting
 - Aggressive outbursts

- ◆ Anti social behaviour for example:
 - Lying
 - Stealing
 - Swearing
 - Bullying
 - Discriminatory behaviours

- ◆ More severe behaviour problems for example:
 - The introverted/withdrawn child
 - Self harming behaviour
 - Obsessional behaviour
 - Child under stress
 - Depression in children
 - ADHD

- ◆ Procedures for referral (refer to local authority guidelines and local services) for example
 - Child and Family Guidance
 - Family Therapy Clinics
 - Educational Psychologist Service
 - Social Services
 - Hospital Psychiatric Department
 - Child and Family Assessment Centres

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Children's Behaviour

Outcome 4

This outcome will be largely investigative and is intended to raise the candidate's awareness of the roles of a range of other professionals who may be involved in the support of behaviour. To facilitate this it would be useful for the candidates to meet with a range of professionals who support children within their local area to discuss techniques and methods of different therapies which are used where the behaviour is considered to be more challenging.

Candidates should be able to demonstrate an awareness of the roles of a variety of other professionals and the strategies they use in the support of behaviour.

- ◆ Professionals involved in the support of behaviour for example:
 - Teacher
 - Educational Psychologist
 - Primary Health Care Team (GP, health visitors, community midwives, community nurses)
 - School Nurse
 - Paediatrician
 - Psychiatrist
 - Clinical Psychologists
 - Speech and Language Therapists
 - Play Therapist
 - Music Therapist
 - Social Worker

- ◆ Maintaining relationships with parents and other carers (Link to Child at the Centre)
 - Involving parents in assessment, decision making and behaviour management programmes

Guidance on the delivery and assessment of this Unit

It is expected that there will be considerable integration between this Unit and the mandatory Units 'Working in an Early Education and Childcare Setting' and 'Theoretical Approaches to Development and Learning' which may have implications for the centre with regards to the delivery sequence of the Units.

In order to ensure the candidates are not being asked to submit more evidence than is necessary to assess competence it is important that centres acknowledge that substantive evidence will be drawn from the 2 mandatory Units above that could be used to confirm competence for this Unit.

Outcomes 3 and 4 should be seen as largely investigative and so time from the allocated hours should be given for this. Candidates could work in pairs or groups in order to share the workload and develop skills in working as a team.

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Children's Behaviour

Useful Resources:

- BEE H (1995) *The Developing Child* Longman
BRUCE T & MEGGITT C (1999) *Child Care and Education* Hodder & Stoughton
DAVENPORT G (2002) *An Introduction to Child Development* Unwin Hyman
ELLIOT M (1997) *101 Ways to Deal with Bullying: A Guide for Parents* Kidscape
HOBART C & FRANKEL J (1998) *A Practical Guide to Child Observation and Assessment* Stanley Thornes
MUKHERJI P (2001) *Understanding Children's Challenging Behaviour* Nelson Thornes
O'HAGAN M & SMITH M (1999) *Early Years Child Care and Education: Key Issues* 2nd edition Balliere Tindall
RODD J (1996) *Understanding Young Children's Behaviour* Allen and Unwin
website www.oneworld.org/autism_uk/

Open learning

This Unit may be suitable for open learning but candidates would need to be aware of the need to have placement experience in undertaking the Unit

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000)*

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements (SQA, 2001)*.

General information for candidates

Unit title: Understanding and Supporting Children's Behaviour

The Unit is designed to enable you to develop understanding and skills in supporting a range of behaviours that we see in children.

In the first outcome you will study some of the theories which help to explain how children's behaviour develops and some of the influences on that development.

The second outcome gives you the opportunity to look at a variety of strategies that can be used in your day to day experiences of working with children. This outcome will also help you to understand why it is necessary for childcare settings to have behaviour policies.

In the third outcome you will have the chance to explore areas of more challenging behaviour to help you gain an understanding of why these may occur and strategies that could be used in support of the behaviour

The last outcome will give you the opportunity to investigate the roles of a variety of professionals and the therapies they use when working with children exhibiting challenging behaviour.

In order to complete this Unit you will need to have access to a relevant placement covering at least one of the age groups 0–3, 3-5, 5-8 or 8-12.

There will be 2 assessments for this Unit;

The first assessment will cover Outcomes 1 and 2 and will take the form of a case study from your placement which will give you the opportunity to demonstrate your understanding of why children behave the way they do, what influences that behaviour and strategies for supporting their behaviour

The second assessment will cover Outcomes 3 and 4 and will take the form of an Investigation into an area of concern that you are interested in. This will give you the opportunity to demonstrate your understanding of possible causes and the ways in which the child can be supported in their behaviour