Higher National Unit Specification

General information for centres

Unit title: Understanding and Supporting Behaviour

Unit code: DJ1N 34

Unit purpose: The purpose of this unit is to enable candidates to work with behaviour that is challenging to them and others within any care setting. The candidate should work in a manner that evidences understanding of why certain behaviour may occur and how to respond in a meaningful way. Fundamental to this unit is a commitment to rights, safe care and social care values. The unit is designed for candidates who are providing support for people who are using a social care service in a paid or voluntary capacity.

On completion of the unit candidates should be able to:

- Explain the forms in which behaviour which is challenging may occur
- Explain why certain behaviours may be challenging to the worker
- Understand the effects of the behaviour on the individual receiving care and the social care worker and the importance of support in sustaining working relationships
- Understand current legislation and policy in relation to responding to behaviour that is challenging
- Explain and apply specific working methods and skills that can be used in responding to challenging behaviour
- Understand the importance of the care environment on behaviour

Credit points and level: 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: This unit focuses particularly on responding to behaviour that may be considered challenging in a thoughtful and sensitive manner. In order to demonstrate their understanding of these issues and their application in practice candidates need to be in a role where they are providing support to one or more individuals in a paid or voluntary capacity.

General information for centres (cont)

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Candidates will have opportunities to develop core skills in:
Communication: through the reflective account, with particular emphasis on listening, observation and facilitating communication with individuals receiving care
Problem solving: through planning, critical thinking, applying a range of techniques and evaluating own work practice
Working with others: both assessments will give the candidate opportunity to undertake work in collaboration with immediate and external colleagues in relation to supporting individuals.

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.

This unit can be taught as part of a group award or as a stand alone unit.

Assessment: The unit has two assessments. The first assessment is an essay demonstrating an understanding of the theory, and the influences, related to people's behaviour. This assignment should also evidence an understanding of practice methods and skills required for responding to an individual's behaviour. The second assessment should be a reflective account of workplace practice to demonstrate application of the knowledge in practice.

Higher National Unit specification: statement of standards

Unit title: Understanding and Supporting Behaviour

Unit code: DJ1N 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

Explain why behaviour that is challenging may occur and the forms the behaviour may take.

Knowledge and/or skills

- How psychological theories about human development can explain behaviour
- Definition of challenging behaviour and a range of behaviours that may be considered challenging
- How life experiences can affect behaviour
- How the interaction between an individual's personality and external factors can affect behaviour
- How situational factors contribute towards behaviour that may be challenging

Evidence requirements

This outcome will be assessed by an essay which will allow candidates to:

- Demonstrate an understanding of how different psychological theories can help them to understand an individual's behaviour (two psychological theories should be demonstrated).
- Be able to define challenging behaviour and say how this definition can assist in determining why particular behaviour can be considered as challenging
- Describe different forms of challenging behaviour (4 forms should be described)
- Analyse how life experiences and events and situational factors contribute to challenging behaviour occurring by giving two examples.

Assessment guidelines

This outcome will be assessed by an essay explaining how two psychological theories can help the candidate to understand the causes of challenging behaviour and how factors within the life experience of an individual can also help explain the behaviour. The candidate should be able to describe 4 different forms of challenging behaviour. The essay should be a maximum of 1500 words.

Higher National Unit specification: statement of standards (cont)

Unit title: Understanding and Supporting Behaviour

The candidate should be able to use this information in a purposeful manner in terms of beginning to formulate a response (outcome 4) and a change to the care plan (outcome 2).

Outcome 2

Understand the effects of challenging behaviour on both the individual who displays the behaviour, and the worker.

Knowledge and/or skills

- The effect of the behaviour on the worker
- The importance of the worker's self awareness in responding to challenging behaviour
- How the behaviour may impact on the individual
- Behaviour that is challenging and its relationship to an individual's care plan
- Systems for helping the worker to maintain purposeful working relationships

Evidence requirements

The assessment for this outcome will be combined with outcomes 3 & 4 – see details under outcome 4.

Assessment guidelines

This outcome will be part of a reflective account (see under outcome 4)

Outcome 3

Understand the importance of current legislation and policy in relation to behaviour that is challenging and how these contribute towards creating a positive care environment

Knowledge and/or skills

- The importance of a positive care environment
- Practice implications from current legislation
- Practice implications from Codes of Practice and National Care Standards
- Organisational policy and how it impacts on practice

Evidence requirements

The assessment for this outcome will be combined with outcomes 2 & 4 – see details under outcome 4.

Assessment guidelines

This outcome will be assessed by a reflective account (see under outcome 4)

Higher National Unit specification: statement of standards (cont)

Unit title: Understanding and Supporting Behaviour

Outcome 4

Explain the skills and methods that a worker can use in responding to behaviour that is challenging

Knowledge and/or skills

- A range of methods for responding to behaviour
- How these methods relate to theories
- Skills that can be used to tackle behaviour
- Responding to behaviour as a team
- Early intervention and dealing in retrospect with behaviour
- The importance of debriefing with an individual who presented challenging behaviour

Evidence requirements

Candidates should write and extended reflective account either about one incident (or a pattern of behaviour displayed by an individual over time) to meet the evidence requirements of outcomes 2, 3 and 4.

The reflective account should include:

- A description of the incident (or pattern of behaviour over time)
- The effect of this on the individual
- The effect of this on the worker
- The effect of this on significant others
- Awareness of own feelings about self and towards the individual
- How this incident (or pattern of behaviour) could or should affect the individual's care plan
- A description of the method of intervention used and why
- The particular skills used in dealing with the incident
- How the individual is supported during and after the incident and why this is important
- Reflection on how the care environment either contributed to the incident – or its resolution
- A team work approach to the incident (or pattern of behaviour)
- References to legislation and policy relevant to the situation being discussed
- Evaluation – what learning there has been for the worker from this work, and what action must be taken for the individual's benefit.

Assessment guidelines

The assessment will take the form of an extended reflective account and will assess outcomes 2, 3 and 4.

Administrative Information

Unit code: DJ1N 34

Unit title: Understanding and Supporting Behaviour

Superclass category: PK

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Higher National Unit specification: support notes

Unit title: Understanding and Supporting 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 primarily designed to help candidates acquire a broad knowledge of behaviour that challenges services and understand how approaches have been developed in recent time in relation to expectations about candidate responses and in relation to current thinking and understanding of such behaviour. This should enable candidates to respond to such behaviours in a manner that is consistent with legislation in relation to rights and good practice. The Unit makes connection between the reason why the behaviour may occur, the responses to the behaviour, and the environmental context of the behaviour.

The Unit relates to a wide range of behaviour that may be considered challenging within a variety of care settings. This should reflect the fact that candidates will experience these behaviours in different ways.

Outcome 1 explores the explanations of why behaviour that challenges occurs. This will include looking at different psychological theories about human behaviour in relation to aggression e.g. psychodynamic, social learning, humanistic, etc. Challenging behaviour should be discussed in the context of healthy human development. Examples of this would include the move towards independence in childhood and the pressure of a re-emergence of dependency in later years. Candidates should be made aware of the powerful impact of life experiences, both past and present (situational factors), on behaviour. This will include experiences such as separation, loss, unmet needs, attachment issues, being cared for within a care setting, institutionalised responses, relationships, etc. It will be important for the candidate to be able to make connections between these experiences, the feelings they evoke for the individual and their behaviour. The candidate should also be made aware of the internal factors and the external factors that may relate to the behaviour. The internal factors will incorporate feelings, medication, drug or alcohol abuse, etc. External factors will include situational components such as carer response, immediate life events, etc. Candidates should be encouraged to consider the dynamic between internal and external factors to facilitate an analytical approach to events of challenging behaviour (outcome 4). The awareness of factors that may cause the behaviour should be reflected back to the different perspectives (psychological theories) about why such behaviour may happen. This understanding will help the candidate to consider the response method in outcome 4 i.e. answer the question ‘why am I responding in the way I am?’

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Behaviour

As different social care workers can perceive behaviour in different ways it is important that this is explored and that current definitions of challenging behaviour are identified e.g. Eric Emerson, Challenging Behaviour (1995), Cambridge University Press; Zarkowska and Clement.

Candidates should be assisted to define a broad range of behaviours that can be considered as challenging. The behaviour should be representative of behaviours experienced in their working relationships and it is important that aggression and violence are considered as only one aspect of behaviour considered challenging. Other examples of behaviour would be self harm, withdrawal from social contact, abusive behaviour, communication difficulties, etc. This part of outcome 1 links with outcome 2, the effect on the worker and the importance of self awareness.

Outcome 2 is concerned with how the behaviour affects the individual receiving care and the candidate within the context of a purposeful working relationship. In terms of the individual's feelings, the effects of such behaviour should be recognised. Effects should include the impact on relationships with significant others, possible effects on their individual development, and on their care plan. Candidates should be made aware of the importance of seeing the behaviour in the context of the whole person i.e. the individual, and connecting behaviour to feelings and experiences that have been identified in outcome 1. They should be able to reflect on how the main psychological and sociological theories assist with this understanding e.g. how frustration can be in relation to Maslow's hierarchy of need, the assertion of self and the drive toward more independence can be related to Erikson's ideas about human development stages, etc. The importance of re-establishing, maintaining, and where required, ending relationships should be considered. This will involve an awareness of skills e.g. effective communication skills, observation and planning skills, required to support individuals in these processes.

Candidates should be encouraged to explore the impact of behaviour on themselves including the feelings that are evoked by the behaviour and the importance of self awareness in dealing with the behaviour. The importance of support for care workers should be explored from two perspectives; maintenance of the workers' well being, and the maintenance, where appropriate, of a purposeful working relationship with the individuals with whom they are working. Different methods of support should be considered e.g. debriefing after an incident, supervision, other work place practices, etc. The candidate should have a knowledge of organisational policies in relation to worker support. This will link to Outcome 4.

Outcome 3 is concerned with helping the candidate to consider the behaviour within the wider workplace, organisational, community and professional context. This is with a particular emphasis on creating a positive care environment/therapeutic relationship where behaviour that challenges can be responded to in a purposeful way e.g. responses based upon human need and purposeful intervention rather than personal feelings and/or personally learnt responses in the candidate's own life experience. This approach relates closely to the methods and skills in outcome 4, but is more than techniques. Considering the importance of a positive

care environment is not an attempt to have the candidate ignore the effects (outcome 2) that challenging behaviour can cause but rather consider the expectations of others (legislation, Care Commission, employers, professional standards and values) have. These expectations should be related to the care environment and the impact this may have on behaviour (and on the support that can be available to workers –outcome 2).

The central position of individuals' rights and responsibilities should be included in relation to the context of service delivery and response to them and on going work with the individual. This outcome should also consider organisational policies that set the context of dealing with behaviour that challenges within the workplace.

Outcome 4 covers the practical response to the behaviour. Most candidates will have received some workplace training in relation to dealing with behaviour that challenges. These are likely to be found within the context of organisational policies (outcome 3). The main purpose of this outcome is to enable the candidate to be aware of a range of different approaches (e.g. Gentle Teaching, SCIPP, ABC, CALM, Therapeutic Crisis Intervention, etc) which are in current use within social care contexts. The emphasis should be upon current recognised practice approaches. The candidate should be helped to understand that within these approaches there are various methods that can be employed to respond to behaviour. This should facilitate the idea of the candidates having a range of methods available within their toolkit to respond to the different needs and situations which may occur. When considering organisational methods it is important not lose sight of academic sources particularly those that are rooted in the psychological theories (behavioural, cognitive, humanistic, psychodynamic) and there requires to be a clear link made between these and the methods. From that perspective the teaching relating to this outcome should start with a reminder of these theoretical approaches in relation to their explanation about human behaviour. Links should be made between these and the methods at the appropriate teaching points. This should enable the candidates to understand that their response should be routed in a theoretical framework evidenced through good practice methods. Methods should cover three phases: preventative, responsive, and post incident approaches and candidates should be encouraged to consider the benefits of responding at each stage.

Skills for the purpose of this outcome will be considered as the personal tools that candidates use to respond to the behaviour whatever method may be used. Again these should cover pre- and post-incident as well as the incident itself. Observation, listening, use of personal body language, de-escalation, other communication skills are some of the skills that should be covered. Recording skills should also be emphasised with an emphasis on considering the importance of teamwork in responding to the behaviour. The team approach to the behaviour should help candidates to de-personalise the event, focus on the care plan approach to the behaviour, emphasise the importance of support to both the individual and the worker, and an awareness of the range of methods and approaches available to the service user.

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Behaviour

SUGGESTED BIBLIOGRAPHY

Challenging Behaviour, Eric Emerson (1995) ,Cambridge University Press
Learning Disabilities, 3rd Edition, Bob Gates (1997) Harcourt
The National Care Standards
Human Aggression, Russell Green, Open University Press
Troubles of Children and Adolescents, edited by Ved Varma, Jessica Kingsley (1997)
Challenging Behaviour Principles and Practice, edited by Dave Hewett (1998), David Fulton Publishers

Guidance on delivery and assessment

This unit should be assessed by an essay which demonstrates the candidate's ability to understand and explain why behaviour that is challenging may occur. This assignment should enable candidates to demonstrate their understanding of significant areas of knowledge that should underpin all work with those who may use a social service i.e. social care values, empathy and understanding, individual care planning, and behaviour as part of human development.

Each candidate should also complete a reflective account of practice that evidences their knowledge of how behaviour can be managed in a safe manner and in a way that promotes learning for the candidate and to maximise the individual's personal development. It should also evidence understanding of why challenging behaviour can occur and the different factors that may influence the behaviour. The reflective account should be an example from a real workplace incident relating to challenging behaviour, and both individual and organisational confidentiality should be assured.

This unit would be best delivered and assessed after psychology and sociology units have been completed. For full time candidates the assessment should be completed after placement has been started.

This unit should provide opportunity candidates to:

- Consider a broad approach to behaviour that challenges
- Look at the behaviour within the context of the whole person including their care plan
- Reflect on their own practice, values, skills and methods
- Analyse wide ranging factors that may effect behaviour
- Consider what they have learned about the individual, self and the workplace so that practice and personal development may be facilitated where possible
- Establish the best methods of managing behaviour where the likelihood of the individual development is limited

Higher National Unit specification: support notes (cont)

Unit title: Understanding and Supporting Behaviour

Open learning

This unit could be delivered by open learning with the support of a workplace supervisor.

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

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* (BA 2399, SQA, due 2004).

General information for candidates

Unit title: Understanding and Supporting Behaviour

This unit is designed to help you to consider behaviour that may challenge you in the context of the whole person and in a way that seeks to promote positive and purposeful intervention. You will be encouraged to consider the behaviour and your response in relation to the care plan of the individual. It takes into account the individual's past and present life experiences and the possible cause and effects of the behaviour.

The unit is underpinned with the belief that behaviour, and its management, can present an opportunity for personal development or at the very least the hope of a more satisfactory lifestyle. The emphasis will be to help you understand the possible reasons for the behaviour and intervention based upon this understanding and on good intervention values, skills and methods. The importance of treating individuals with dignity and respect is fundamental to the intervention work done. In recognition of the effect of this behaviour can have on you or your colleagues, worker support is considered as an important component of this unit. This, along with a person centred approach toward the individual, is with the aim of sustaining purposeful working relationships between the individual and service provider.

The unit has four outcomes. The first outcome is about helping to explore what is challenging behaviour, the different forms it may take, and to consider the reasons, both theoretical and life experiences, that may explain why it occurs. The second outcome is designed to help you consider the effects on you and the importance of self awareness in responding to the behaviour. This outcome also considers the effect upon the individual and looks at the behaviour in the context of their whole person and plan of care. The third outcome will cover the legislation and policy in relation to responding to challenging behaviour. It will also look at how legislation and policy helps to create a positive care environment. The fourth outcome gives you the opportunity to think about the skills and methods that will be helpful in responding to the behaviour.

This unit is assessed by two assessments; an essay and an account of a workplace incident.
The incident report will be based on an actual situation that you were involved in. You will need to analyse why you think the situation occurred and how you responded. You will need to show what can be learnt from the incident and that may be used in relation to the individual's plan of care and your own personal development. The essay will help you to demonstrate a wider understanding of individual's behaviour and the factors that may influence it.