

National Unit Specification: general information

UNIT Supporting Children's Behaviour (Higher)

CODE DM5K 12

COURSE

SUMMARY

This Unit is designed to encourage an awareness of how to manage and support children's behaviour. The candidate will gain knowledge and understanding of why children, aged 0-12 years, behave the way they do and the factors that may influence their behaviour. The candidate will also extend their knowledge by evaluating current strategies for managing children's behaviour. Candidates will also explain the role of the adult in supporting children's behaviour.

This Unit is a mandatory Unit in the *National Certificate Group Award: Early Education and Childcare (Higher)* but is also suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. They may wish to progress on to higher early education and childcare qualifications. Whilst this is a Unit that relates specifically to early education and childcare it may also be suitable for candidates who have an interest in the wider Care sector.

OUTCOMES

1. Explain a variety of behaviours of children 0-12 years.
2. Evaluate the impact of factors on children's behaviour.
3. Evaluate current strategies for managing children's behaviour.

Administrative Information

Superclass: GA

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National Unit Specification: general information (cont)

UNIT Supporting Children's Behaviour (Higher)

RECOMMENDED ENTRY

Entry is at the discretion of the centre and there is a variety of prior learning experiences which are relevant to candidates wishing to undertake a Unit within the *National Certificate Group Award: Early Education and Childcare (Higher)*. However, candidates would benefit if they had some knowledge and understanding of the principles and theories of child development. They may also benefit from having attained one of the following:

- Standard Grade at Credit level in any relevant subject
- a Course or Unit in Care at Intermediate 2
- Courses or Units in any relevant subject at Intermediate 2
- Care Scottish Group Award at Intermediate 2
- SVQ or SVQ Units at level 2 in a related subject.

Candidates may have completed or be working towards completion of Units within the *National Certificate Group Award: Early Education and Childcare (Higher)*

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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.*

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Supporting Children's Behaviour (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Explain a variety of behaviours of children 0-12 years.

Performance Criteria

- a) Describe what is meant by behaviour.
- b) Explain the importance of understanding age appropriate behaviour.
- c) Describe a variety of behaviours displayed by children.

OUTCOME 2

Evaluate the impact of factors on children's behaviour.

Performance Criteria

- a) Describe factors that may influence children's behaviour.
- b) Explain the impact factors may have on children's behaviour.
- c) Evaluate the effect of cultural and family influences on children's behaviour.

OUTCOME 3

Evaluate current strategies for managing children's behaviour.

Performance Criteria

- a) Describe a range of strategies for supporting the behaviour of children.
- b) Explain the role of the adult in supporting strategies for managing children's behaviour.
- c) Evaluate the effectiveness of strategies in relation to the care, learning and development of the child.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The evidence for this Unit should be obtained under controlled, supervised conditions and should last no more than one hour 30 minutes. A single assessment with extended and restricted response questions, such as illustrated in the National Assessment Bank item for this Unit, could be used. The assessment should reflect three of the age ranges in the Unit as specified in the Appendix to the Statement of Standards for this Unit. This should be taken upon the completion of the Unit. Achievement can be decided by the use of a cut off score. For re-assessment purposes a case study and associated questions could be used.

National Unit Specification: statement of standards (cont)

UNIT Supporting Children’s Behaviour (Higher)

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

Specific Advice

The age range for this Unit is 0-12 years. This is divided into the following age groups:

- ◆ 0-3 years
- ◆ 3-5 years
- ◆ 5-8 years
- ◆ 8-12 years.

Each age group must be taught for each Outcome.

Outcome 1 PC(c): Three behaviours for two age groups should be described. These should be sampled across the age range above.

Outcome 2 PCs(a and b): Three factors and the impact they have on a child’s behaviour should be covered. This should include developmentally appropriate and inappropriate behaviours within different contexts and be sampled across the age range above.

Outcome 3: Two strategies should be described and evaluated and the role of the adult described for both.

National Unit Specification: support notes

UNIT Supporting Children's Behaviour (Higher)

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 has been designed to introduce the candidate to what behaviour is and to recognise the importance of supporting and managing the child's behaviour in a variety of contexts, across a variety of age groups. This Unit offers some of the knowledge and understanding required for the *Unit: Developing an Understanding of Working with Children: Workplace Experience (Higher)*.

Outcome 1

Candidates will need to be able to demonstrate competently, a knowledge and understanding of what behaviour means and what behaviour is, in its broadest terms. Reference could be made to the behaviourist theories covered in the Unit: *Child Development: Birth to 12 Years* and these could be translated into actual behaviours.

Some of the following issues may be considered:

- ◆ The effect developmental stages have on behaviour in terms of cognitive, social, emotional, physical, language and communication milestones and recognisable behavioural norms.
- ◆ Realistic expectations of children's behaviour with boundaries of age range and development.
- ◆ Nature/nurture debate.
- ◆ Gender issues.
- ◆ Ethnic/Cultural Identity.
- ◆ The importance of self, self-reliance, self-esteem, self-image, self worth.
- ◆ Exploration of theories including those of Bandura, Bowlby, Skinner, Schaffer.

Candidates should consider a range of developmentally appropriate and inappropriate behaviours of children across the age range in different contexts. This will be a fairly comprehensive list and candidates should be encouraged to reflect on the reaction of individuals to various behaviours and how certain behaviours may be appropriate in one context and not another. This should lead candidates to looking at factors that influence behaviour.

Outcome 2

Candidates must evaluate the impact of factors on children's behaviour, both acceptable and unacceptable, across the age range, 0-12 years. The candidate must display a good understanding of both intrinsic and extrinsic influences. Candidates could add to this list but a range of factors to be explored could be:

- ◆ Developmental
- ◆ Environmental
- ◆ Genetic
- ◆ Cultural
- ◆ Parenting
- ◆ Diet
- ◆ Illness
- ◆ Additional support needs.

National Unit Specification: support notes (cont)

UNIT Supporting Children's Behaviour (Higher)

Candidates should pay particular attention to the influence of family and culture upon a child's behaviour. The candidate should then describe and then evaluate these, in terms of the care, learning and development of the child.

Outcome 3

Candidates must identify, describe and evaluate a range of current strategies to support children's behaviour. The candidate should focus on the recognition of behaviour, bearing in mind the factors that may be influencing the child's behaviour and the best way to manage and support the behaviour within the given context. The candidate should consider supporting both acceptable and unacceptable behaviour.

In considering strategies for supporting behaviour the candidate could consider the following:

- ◆ How parents and carers can be involved in supporting behaviour.
- ◆ Social influences and links to the display of positive and negative behaviour.
- ◆ Management of environment.
- ◆ Age appropriate strategies for the management of behaviour: time out, rewards, distraction, explanation, praise/ positive reinforcement, negotiation.
- ◆ Setting age realistic goals and boundaries.
- ◆ Stimulation.
- ◆ The use of policies in supporting behaviour.
- ◆ Current government initiatives.
- ◆ The ABC approach.
- ◆ The effective use of observation to identify particular behaviours.
- ◆ Need for self reliance, encouraging self esteem.

Drawing on their own experience and research, it is expected that candidates would add to this list. They should be aware that supporting children's behaviour is not a case of 'one cap fits all' and that individual children, within different contexts, will react differently to strategies. For each strategy the candidates should describe the role of the adult, with the emphasis being on the role of the adult working under supervision. Issues of fairness and consistency should be discussed, with the candidates aware on their own influence on the behaviour of children. Supporting children's behaviour is a value-laden task and candidates should be aware of their own personal values and bias. Reference could be made to Outcome 1, in terms of what candidates found acceptable and unacceptable.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate-centred learning. Outcomes 1, 2 & 3 can be explored using a variety of methods:

- ◆ Small group exercises
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual research including the use of appropriate websites
- ◆ Video/audio material
- ◆ Visiting speakers

National Unit Specification: support notes (cont)

UNIT Supporting Children's Behaviour (Higher)

- ◆ Investigation of strategies for managing behaviour
- ◆ Examination of current local and national behaviour management policy
- ◆ Visiting parent group representatives
- ◆ Reading list and access to reference material
- ◆ Use of text books, periodicals and journals.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should always be carried out under supervision.

Assessment time allocated for this unit should not exceed 1 hour 30 minutes.

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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).