

<b>Title</b>	<b>Promote Positive Behaviour</b>
<b>Unit ref</b>	<b>HSC 3045</b>
<b>Level</b>	<b>Three</b>
<b>Credit value</b>	<b>6</b>

<b>Learning outcomes</b> <i>The learner will</i>	<b>Assessment criteria</b> <i>The learner can:</i>	<b>Link to <i>Managing risk, minimising restraint: Challenges, dilemmas and positive approaches for working with older people in care homes</i></b>
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice 1.2 Define what is meant by restrictive interventions 1.3 Explain when restrictive interventions may and may not be used 1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used 1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of <b>challenging behaviour</b> 1.6 Describe safeguards that must be in place if restrictive physical interventions are used	Module 2 Section 3  Module 1 Section 1&2  Module 1 Section 1&2
2. Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies 2.2 Identify the proactive and reactive strategies that are used within own work role 2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used 2.4 Explain the importance of maintaining a	(Module 1 Section 3&4)

	<p>person or child centred approach when establishing proactive strategies</p> <p>2.5 Explain the importance of reinforcing positive behaviour with individuals</p> <p>2.6 Evaluate the impact on an <b>individual's well being</b> of using reactive rather than proactive strategies</p>	
3. Be able to promote positive behaviour	<p>3.1 Explain how a range of <b>factors</b> may be associated with challenging behaviours</p> <p>3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours</p> <p>3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour</p> <p>3.4 Demonstrate how to model to <b>others</b> best practice in promoting positive behaviour</p>	<p>Module 1 Section 3&amp;4</p> <p>(Module 2 Section 4)</p> <p>(Module 3 Section 2)</p> <p>(Module 3 Section 2)</p>
4. Be able to respond appropriately to incidents of challenging behaviour	<p>4.1 Identify types of challenging behaviours</p> <p>4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines</p> <p>4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incidents of challenging behaviour</p> <p>4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour</p>	

<p>5. Be able to support individuals and others following an incident of challenging behaviour</p>	<p>5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour</p> <p>5.2 Describe how an individual can be supported to reflect on an incident including:</p> <ul style="list-style-type: none"> <li>• How they were feeling at the time prior to and directly before the incident</li> <li>• Their behaviour</li> <li>• The consequence of their behaviour</li> <li>• How they were feeling after the incident</li> </ul> <p>5.3 Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour</p> <p>5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour</p> <p>5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour</p>	
<p>6. Be able to review and revise approaches to promoting positive behaviour</p>	<p>6.1 Work with others to analyse the <b>antecedent, behaviour and consequences</b> of an incident of challenging behaviour</p> <p>6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities</p> <p>6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour</p>	<p>Module 2 Section 1,2 &amp; 4 Module 3 Section 1,2 &amp; 3</p> <p>Module 2 Section 1,2 &amp; 4 Module 3 Section 1,2 &amp; 3</p>

**Additional information about this unit**

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to

<b>Unit purpose and aim(s)</b>	promote positive behaviour and respond appropriately to incidences of challenging behaviour
<b>Unit expiry date</b>	5 years from start date
<b>Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)</b>	HSC 326, 337 and 398
<b>Guidance for developing assessment arrangements for the unit (if appropriate)</b>	<p><b>Challenging behaviour</b> may include behaviours that are:</p> <ul style="list-style-type: none"> <li>• Repetitive / obsessive</li> <li>• Withdrawn</li> <li>• Aggressive</li> <li>• Self-injurious</li> <li>• Disruptive</li> <li>• Anti-social or illegal</li> <li>• Verbally abusive</li> </ul> <p><b>Individual</b> Child, young person or adult accessing a service</p> <p><b>Well Being e.g.</b></p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Psychological</li> <li>• Physical</li> </ul> <p><b>Factors</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Environment</li> <li>• Power imbalance</li> <li>• Excessive demands</li> <li>• Boredom</li> <li>• Inconsistent approaches</li> </ul>

	<ul style="list-style-type: none"> <li>• Lack of boundaries or goals</li> <li>• Emotional expression</li> <li>• Sensory needs</li> <li>• Physical Health</li> <li>• Mental Health</li> <li>• An individual's past experiences</li> <li>• Age and gender</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Other professionals</li> <li>• Members of the public</li> <li>• Advocates</li> </ul> <p><b>Antecedent, behaviour and consequences</b>  <b>Antecedent</b> is what happens before the behaviour  <b>Behaviour</b> is the actions that are perceived as challenging behaviour or unwanted  <b>Consequences</b> are what happened as a result of the behaviour</p>
<p><b>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles.</p> <p>LO 3, 4, 5 &amp; 6 must be assessed in real work environment</p>
<p><b>Endorsement of the unit by a sector or other appropriate body</b></p>	<p>Skills for Care and Development</p>
<p><b>Location of the unit within the</b></p>	<p>O1.3 Health and Social Care</p>

<b>subject/sector classification system</b>	
<b>Name of the organisation submitting the unit</b>	
<b>Availability for use</b>	Shared
<b>Unit available from</b>	asap
<b>Unit guided learning hours</b>	44
<b>Additional guidance</b> See 'Guidance for developing assessment arrangements for the unit '	

<b>Rationale for level</b>			
<i>Category</i>	<i>Level indicated</i>	<i>Emphasis in unit (strong/medium/low)</i>	<i>Comments</i>
Knowledge and understanding	3	High	Complex information
Application and action	3	High	Complex situations,
Autonomy and accountability	3	High	Some responsibility for supporting others
Overall level	3	High	

<b>Rationale for credit</b>	
	<i>Hours for 'average' learner</i>
Formal learning/guided learning	21
Private study/research/reflection	7
Workplace application/progress towards competence	20
Assessment/generation of evidence	10
Total hours	58
(Hours divided by 10, rounded up/down) <b>Credit value</b>	<b>6</b>