Unit 4222-329 Promote positive behaviour (HSC 3019)

Level: **3**
Credit value: **6**
UAN: **F/601/3764**

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
2. Understand the context and use of proactive and reactive strategies
3. Be able to promote positive behaviour
4. Be able to respond appropriately to incidents of challenging behaviour
5. Be able to support individuals and others following an incident of challenging behaviour
6. Be able to review and revise approaches to promoting positive behaviour

Guided learning hours

It is recommended that **44** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 326, 337 and 398.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

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Assessment Criteria

Outcome 1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

The learner can:

1. explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
2. define what is meant by restrictive interventions
3. explain when restrictive interventions may and may not be used
4. explain who needs to be informed of any incidents where restrictive interventions have been used
5. explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
6. describe safeguards that must be in place if restrictive physical interventions are used.

Outcome 2 Understand the context and use of proactive and reactive strategies

The learner can:

1. explain the difference between proactive and reactive strategies
2. identify the proactive and reactive strategies that are used within own work role
3. explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used
4. explain the importance of maintaining a person or child centred approach when establishing proactive strategies
5. explain the importance of reinforcing positive behaviour with individuals
6. evaluate the impact on an **individual's well being** of using reactive rather than proactive strategies.

Outcome 3 Be able to promote positive behaviour

The learner can:

1. explain how a range of **factors** may be associated with challenging behaviours
2. evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
3. highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
4. demonstrate how to model to **others** best practice in promoting positive behaviour.

Outcome 4 Be able to respond appropriately to incidents of challenging behaviour

The learner can:

1. identify types of challenging behaviours
2. demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
3. explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
4. demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.

Outcome 5 Be able to support individuals and others following an incident of challenging behaviour

The learner can:

1. demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
2. describe how an individual can be supported to reflect on an incident including:
   - how they were feeling at the time prior to and directly before the incident
   - their behaviour
   - the consequence of their behaviour
   - how they were feeling after the incident
3. describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour
4. demonstrate how to debrief others involved in an incident of challenging behaviour
5. describe the steps that should be taken to check for injuries following an incident of challenging behaviour.

Outcome 6 Be able to review and revise approaches to promoting positive behaviour

The learner can:

1. work with others to analyse the **antecedent, behaviour and consequences** of an incident of challenging behaviour
2. work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
3. demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.

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Additional guidance

- **Challenging behaviour** may include behaviours that are:
  - Repetitive / obsessive
  - Withdrawn
  - Aggressive
  - Self-injurious
  - Disruptive
  - Anti-social or illegal
  - Verbally abusive
- **Individual**

Child, young person or adult accessing a service

- **Well Being** e.g.
  - Emotional
  - Psychological
  - Physical
- **Factors**
  - Communication
  - Environment
  - Power imbalance
  - Excessive demands
  - Boredom
  - Inconsistent approaches
  - Lack of boundaries or goals
  - Emotional expression
  - Sensory needs
  - Physical Health
  - Mental Health
  - An individual's past experiences
  - Age and gender

Others may include:

  - The individual
  - Colleagues
  - Families or carers
  - Other professionals
  - Members of the public
  - Advocates
- **Antecedent, behaviour and consequences**
- **Antecedent** is what happens before the behaviour
- **Behaviour** is the actions that are perceived as challenging behaviour or unwanted
- **Consequences** are what happened as a result of the behaviour