Cambridge TECHNICALS

OCR LEVEL 3 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

HEALTH AND SOCIAL CARE

DEALING WITH CHALLENGING BEHAVIOUR

T/600/8982

LEVEL 3 UNIT 20

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

Version 2: Updated to reflect current legislation and Acts.

OCR
Oxford Cambridge and RSA

DEALING WITH CHALLENGING BEHAVIOUR

T/600/8982

LEVEL 3 UNIT 20

AIM OF THE UNIT

Whilst working within a health and social care environment practitioners often have to deal with and support individuals whose behaviour is in some way challenging. This unit introduces learners to some challenging behaviours, some potential triggers and an understanding of how some challenging behaviours may present themselves (characteristics). Learners will also consider appropriate ways that practitioners deal with challenging behaviour, whilst following procedures, when working in a health or social care setting.

PURPOSE OF THE UNIT

Challenging behaviour can have a harmful effect on the lives of both the individuals behaving in a challenging way, and others who live and work around those individuals. Therefore it is important that practitioners working within health and social care can deal with challenging behaviour in an appropriate way that supports the safety and wellbeing of the individual, the practitioner and others, (e.g; visitors, family and friends or other individuals who use the services).

It is important that learners begin to recognise 'Triggers' to incidents of challenging behaviour and develop strategies to minimise occurrences. This unit should give learners some understanding of the importance of following policies and procedures and knowledge of the legislation that underpins safe working practices. Having some understanding of codes of practice and organisational policies and procedures concerning challenging behaviour may support learners to work safely and professionally if undertaking work placement in settings where challenging behaviour may be observed. Appropriate intervention methods will be explored – some could be used by learners in placements (e.g. distracting a child who is beginning to disrupt a board game, or communicating with a confused older adult). Other strategies will include those which should only be used by as a last resort by qualified and experienced practitioners, when the safety of individuals may be at risk, (e.g. restraining an out of control adult or child who has the potential to injure themselves or others around them). Learners will gain an understanding of some of the coping strategies to support individuals to reduce incidents of challenging behaviour, along with specific approaches such as cognitive behaviour therapy and behaviour modification programmes.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the potential causes and effects of challenging behaviour	P1 describe the characteristics and causes of challenging behaviour	M1 describe effects of challenging behaviour on the health and well being of individuals	
2 Understand legislation and guidance concerned with challenging behaviour	P2 explain how legislation/ guidance applies to challenging behaviour		
3 Be able to contribute to the development of a strategy for dealing with challenging behaviour	P3 suggest strategies to minimise effects of challenging behaviour in health and social care settings	M2 implement a strategy to minimise effects of challenging behaviour	D1 review a strategy to minimise effects of challenging behaviour

TEACHING CONTENT

1 Know the potential causes and effects of challenging behaviour

- *Examples of challenging behaviour:* verbal abuse, (e.g. racist comments, threats, bullying others) non-verbal abuse; physical abuse, (e.g. assault of others; self-destructive behaviour; behaviour destructive to other people; behaviour destructive to items in the environment; behaviour destructive to property; illegal behaviour; the impact of cultural variations

- *Causes/Triggers:* (e.g. discomfort and/or pain caused by illness) influence of alcohol/drugs; persistent personal factors, (e.g. existence of a disability that prevents normal communication, movement or behaviour) temporary environmental factors, (e.g. living in temporary accommodation) persistent environmental factor (e.g. excessive and/or prolonged noise) recognising potential effects of own behaviour on that of others; the use and abuse of power

- *The potential effects of challenging behaviour:* (e.g. isolation, injury, criminal record, social exclusion, financial consequences).

2 Understand legislation and guidance concerned with challenging behaviour

- *Conventions, legislation and regulations:* relevant sections from legislation including The Human Rights Act; The Convention on the Rights of the Child; The Children Act; The Care Standards Act; White Paper: Valuing People: A New Strategy for Learning Disabilities for the 21st Century; Every Child Matters; EYFS; The Children Act and The Children's Plan; Mental Health Act. **Learners must be taught the legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.**

- *Codes of practice:* codes of conduct established by professional bodies including The General Social Care Council/Care Council for Wales/Northern Ireland Social Care Council (these bodies provide codes of practice and rules of conduct for social care workers and employers); the NHS Constitution; Ofsted

- *Organisational policies and procedures:* concerned with behavioural management, (e.g. work practices, staff development and training, quality issues, complaint procedures, affirmative action, anti-harassment, human rights).

3 Be able to contribute to the development of a strategy for dealing with challenging behaviour

- *Strategies for dealing with challenging behaviour:* (e.g. coping strategies including positive behaviour management) medication, person-centred planning; effective communication, promoting self-esteem, equitable application of rules and boundaries, awareness of ABC charts (Antecedent-Behaviour-Consequence), following recognised procedures; management of the aftermath; conflict resolution, providing active support; cognitive behaviour therapy; behaviour modification programmes)

- *Methods of intervention:* (e.g. diversion, defusing, de-escalating and dealing with situations) seeking help; judging timing and method appropriate to situation and event; communicating and consulting with individuals; applying rewards and/or sanctions; applying medication; using physical intervention in line with an organisation's environment and culture; using appropriate physical restraint as a last resort, (e.g. on a child or adult) remaining calm and controlled when provoked

Implementing strategies:

- *example of a challenging behaviour:* an attention seeking child (verbal abuse).

- *example of a strategy which could be used to deal with this challenging behaviour:* promoting self-esteem

- *examples of ways this strategy could be implemented:* use of praise, star charts, rewards, positive reinforcement (caught you being good cards)

Review strategies

- *Review:* what went well, what did not go well and what could be improved

- *Methods of gathering information for review:* (e.g. use of feedback, SWOT(strengths, weaknesses, opportunities and threats) analysis, self-evaluation, interviewing a practitioner).

DELIVERY GUIDANCE

It may be beneficial to learners to undertake this unit prior to going into placement, as some challenging behaviours may be triggered by individuals seeing unfamiliar people within their environment. It is important the learners understand how to cope with incidents and ensure they follow safe working practices. It is also of great importance that prior to going into placement learners are made aware of codes of practice when dealing with individuals whose behaviour may be erratic or challenging.

LO1 Know the potential causes and effects of challenging behaviour

Video clips of challenging behaviour available on the internet could be used as a starting point for discussion with learners. (Tutors should chose carefully to ensure content is relevant to the unit) The 'Super Nanny' series could also be a good starting point for learners to see some examples of children with challenging behaviour and how it is being unsuccessfully dealt with by some parents.

Many support organisations have suitable video evidence of challenging behaviour on the internet that might stimulate appropriate discussion by learners. An example of dementia behaviours can be found at www.youtube.com/watch?v=oNBsk-EBW_o&feature=related or www.teachersmedia.co.uk/series/bayley-on-behaviour has many clips of challenging behaviour within a classroom.

Learners need to learn about the characteristics of a range of behaviours (e.g. verbal abuse, bullying others, physical abuse, illegal behaviour). Learners should have some input on the cultural variations on acceptable behaviour.

Learners need to develop an understanding of the negative effect that witnessing some of these behaviours might have on other individuals (e.g. fear, anxiety, modelling the behaviour and consider the potential effects of this challenging behaviour on their physical, emotional and social wellbeing). Learners could use role play scenarios based on their understanding of the characteristics of certain examples of challenging behaviours to act out the behaviours and observers could discuss how they felt (e.g. frightened, upset). Again the use of video internet materials showing the views or concerns of parents/carers could be used to support learners understanding of the effects of challenging behaviours on others.

LO2 Understand legislation and guidance concerned with challenging behaviour

Research could be undertaken by learners to gain information on relevant legislation /guidance which needs to be considered when developing policies related to behaviour management and dealing with incidents of challenging behaviour. Learners might gain useful information from policy makers within settings such as nursery or day care managers, who are responsible for the writing and implementation of organisational policies and procedures to follow when dealing with challenging behaviour. This would allow learners to understand how legislation underpins codes of practice. It may help learners to research organisational policies and procedures and to then consider which legislation or codes of practice underpin the policy. (e.g. child care settings will need to take account of EYFS, The UN Convention on the Rights of the Child, Children Act, Every Child Matters etc).

LO3 Be able to contribute to the development of a strategy for dealing with challenging behaviour

Guest speakers who deal with challenging behaviour within health or social car settings would be able to give learners personal accounts of dealing with behaviour, and explain when and by whom some strategies are used. The strategies used to allow individuals to take control of their own behaviour could also be covered as should appropriate responses to challenging behaviour. Learners would benefit from being given the opportunity to ask questions to clarify understanding of how to deal with challenging behaviour if they are going into work placements. It is essential that learners understand the importance of early intervention strategies to defuse a potential situation and clearly recognise the importance of staying calm and in control when provoked by individuals demonstrating challenging behaviour and this information should be delivered clearly to learners be either the tutor or a guest speaker. (As suggested above a good starting point might be watching an episode of the Super Nanny series where parents are seen to be using unsuccessful strategies to deal with challenging behaviour or using strategies which sometimes become the cause of the challenging behaviour).

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

LO1

P1 and M1 – This outcome could be assessed by means of a written assignment or learner presentations on challenging behaviour. Learners could include descriptive examples of the characteristics of the behaviour along with possible triggers. The merit criteria could be evidenced in the same way and should include a description of how challenging behaviour can affect the physical, emotional and social wellbeing of individuals.

LO2

P2 – Learners need to show understanding of legislation and guidance concerned with challenging behaviour. How legislation is taken into account by individuals or organisations developing policies and procedures to deal with challenging behaviour should be included. This work could be contextualised by basing it on a particular setting chosen by the learner, possibly one visited during a placement.

LO3

P3, M2 and D1 Learners need to suggest strategies to minimise the effects of challenging behaviour; then implement and review a strategy. This could be a simple strategy to be carried out during a placement; with a younger sibling; or role-played. For example an older adult in early stages of dementia is moved to a new care home, suggest how this may affect the individual's behaviour and how could practitioners support this individual; or a child who shows destructive behaviour is affecting others within the classroom etc. The strategy could be presented as a set of guidelines to follow. Evidence of implementing the strategy could, for example, be in the form of an observer's witness statement or a video recording. A review of implementing the strategy should be produced, based on information gathered from others, practitioners and/or the individual/s concerned as well as learner's own views and self-evaluation. SWOT analysis and feedback should be used to review what went well, what didn't and what could be improved.

RESOURCES

Text books

Fisher A, et al – *Applied AS Health & Social Care for OCR* (Folens,2006) ISBN : 1843038404

Fisher A, et al – *Applied A2 Health & Social Care for OCR* (Folens,2006) ISBN : 9781850082484

Michie V, *Working in Care Settings: Common Induction Standards 2nd Edition* (Nelson Thornes 2007) ISBN100748781587

Mukherji P, *Understanding Children's Challenging Behaviour* (Nelson Thornes 2001) ISBN 074873971

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson,2010) ISBN 9781846907470

Publications/Journals

www.thecbf.org.uk/10NEWFA.pdf

Community Care magazine

Websites

www.alzheimers.org.uk

www.autism.org.uk – National Autistic Society

www.dh.gov.uk/en/Healthcare/Mentalhealth/index.htm – Dept of Health

www.mind.org.uk – Mind: The National Association for Mental Health

www.teachersmedia.co.uk/series/bayley-on-behaviour – Behaviour strategies in the classroom

www.thecbf.org.uk – The Challenging Behaviour Foundation

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 1: Developing effective communication in health and social care

Unit 2: Equality, diversity and rights in health and social care

Unit 7: Psychological perspectives for health and social care

Unit 9: Caring for children and young people

Unit 19: Caring for individuals with additional needs

LINKS TO NOS

HSC31 Promote effective communication with, for and about individuals

a – Identify ways to communicate effectively

c – Support individuals to communicate

HSC33 Reflect on and develop your practice

a – Reflect on your practice

b – Take action to enhance your practice

HSC35 Promote choice, well-being and the protection of all individuals

b – Respect the diversity and difference of individuals and key people

HSC326 Contribute to the prevention and management of challenging behaviour in children and young people

a – work with children and young people to identify goals and boundaries for acceptable behaviour

b – support children and young people to manage challenging behaviour

c – enable children and young people to recognise and understand their behaviour and its consequences

CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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