

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 12

Promote positive behaviour

Y/507/4429

Guided learning hours: 60

Version 4 – revised September 2016

*change indicated by black line

LEVEL 3

UNIT 12: Promote positive behaviour

Y/507/4429

Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

All behaviour is a form of communication. How do you communicate that you are angry or unhappy? What happens if you cannot communicate it?

This unit will introduce you to ways in which you can promote positive behaviour and manage and support people whose behaviour is considered to be challenging. You will see the impact of the way care and support are delivered, the environment and other factors on behaviour and how to manage these to promote positive behaviour.

Good communication and interpersonal skills will often de-escalate situations so that behaviour becomes manageable, reducing the need for further intervention. You will understand that restrictive interventions should only be used as a last resort and in cases where there is imminent danger to the person receiving the care, the person providing the care or any other person nearby.

This unit gives you the opportunity to understand some of the policy and legislation that support managing behaviour and the use of restrictive interventions. You will learn how to recognise changes in behaviour which may prevent escalation of behaviour and to recognise how individuals are affected by the experience of challenging behaviour.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to promote positive behaviour	<p>1.1 Understand the contexts where the promotion of positive behaviour is required, i.e.</p> <ul style="list-style-type: none">• acute psychiatric settings• residential units for people with learning disabilities• services for people who are elderly and confused• some child care settings• foster care <p>1.2 Positive behavioural support – “a framework to understand the context and meaning of behaviour in order to inform the development of supportive environments and skills that can enhance a person’s quality of life”. (Positive and Proactive Care; reducing the need for restrictive interventions, Department for Health, 2014)</p> <p>1.3 Best practice, i.e.</p> <ul style="list-style-type: none">• use person-centred, values-based approaches• assessment - must understand probable reasons why a person presents behaviours of concern.(e.g. knowing the individual’s personal and medical history (e.g. health issues that contribute to behaviour, personal likes and dislikes, possible triggers. Assessments must have input from the individual, their carers, relatives or advocates.) <p>1.4 Identifying patterns of behaviour, i.e.</p> <ul style="list-style-type: none">• identifying precursor behaviours (e.g. tense muscles, pacing, sweating, facial expressions, increased breathing rate.)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.5 Understand the impact of the environment on behaviour, i.e.</p> <ul style="list-style-type: none"> • ensuring personal space and privacy is available (e.g. allowing people to have time alone, recognising when group dynamics impact on behaviour) • provision of structured activities or events (e.g. planned activity to reduce boredom) • permitting autonomy where appropriate (e.g. allowing individuals to make decisions and choices about their own life) • maintenance of dignity and respect.(e.g. form of address, respect of privacy) <p>1.6 Understand the physiological aspects of behaviour, i.e.</p> <ul style="list-style-type: none"> • pain/illness/infection • substance use • epilepsy/diabetes <p>1.7 Behavioural support plans, i.e.</p> <ul style="list-style-type: none"> • providing carers with clear plans for how to respond • achieving rapid, safe, and effective control of risky behaviour <p>1.8 Behavioural support plans must include, i.e.</p> <ul style="list-style-type: none"> • primary preventative strategies (e.g. self-management to reduce levels of anxiety and distress) • secondary preventative strategies (e.g. de-escalation techniques, diversion, disengagement activities undertaken by staff) • tertiary strategies (i.e. reactive strategies, restrictive interventions to be used only when there is significant risk of harm to the individual or others around them) <p>1.9 Evaluation of best practice i.e.</p> <ul style="list-style-type: none"> • Peer review • Formal observation of practice • Supervision • Self-reflection on your practice
<p>2. Understand situations in which staff are required to use reactive and restrictive interventions</p>	<p>2.1 Situations, i.e.</p> <ul style="list-style-type: none"> • preventing someone from harming themselves • holding a person to receive a medical treatment in a planned situation • holding someone to receive medical treatment in an emergency situation • self-defence • escaping from violence • protecting vulnerable people from violence <p>2.2 Recognising stages of behaviour, i.e.</p> <ul style="list-style-type: none"> • The Green 'Proactive' phase (e.g. where the person is feeling mostly calm and relaxed and is able to engage positively with you in a meaningful way) – no action required

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • The Amber 'Active' phase (e.g. where the person may be starting to feel anxious or distressed and there is a chance that he/she may need to challenge you in some way) – self-management can reduce this or secondary strategies may need to be implemented. • The Red 'Reactive' phase (e.g. where challenging behaviour actually occurs and there is a need to do something quickly to achieve safe and rapid control over the situation to prevent unnecessary distress and injury) tertiary strategies to be applied in the least restrictive way possible. Certain strategies can only be applied in hospitals and with individuals detained under the Mental Health Act. • The final Blue 'Post Reactive' phase (e.g. where the incident is over and the person is starting to recover and become calm and relaxed again. Caution as there is a risk of behaviour escalating again)
<p>3. Be able to use interventions to promote positive behaviour, considering the impact on the individual</p>	<p>3.1 Proactive interventions, i.e.</p> <ul style="list-style-type: none"> • effective communication (e.g. awareness of verbal and non-verbal communication) • maintenance of good interpersonal relationships (e.g. building positive relationships) • follow any plan made to monitor and control behaviour • recognising early triggers and respond (e.g. reduce the occurrence of challenging behaviour) • prevention and early de-escalation (e.g. adopt strategies planned to de-escalate behaviour) <p>3.2 Reactive interventions, i.e. interventions that are brought into play once unforeseen behaviour that challenges occurs:</p> <ul style="list-style-type: none"> • appear calm • be aware of body language • distraction and redirection • theory of proxemics (e.g. demonstrate the effect invading personal space will have on escalating or de-escalating challenging behaviour) <p>3.3 Restrictive interventions, i.e.</p> <ul style="list-style-type: none"> • physical restraint (e.g. physical contact where the intervener's intention is to prevent, restrict, or subdue movement) • mechanical restraint (e.g. the use of a device to prevent, restrict or subdue movement of a person's body) • chemical restraint (e.g. the use of medication which is prescribed and administered for the purpose of controlling or subduing violent behaviour)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • seclusion (e.g. supervised confinement and isolation of a person, away from others. The sole aim of seclusion is to protect others from harm) • long-term segregation (e.g. the person is prevented from mixing freely with other people. This intervention can only be used for people detained under the Mental Health Act and can only be applied in hospital) <p>3.4 Post-incident review, i.e.</p> <ul style="list-style-type: none"> • effectiveness (e.g. did it work? Impact on the individual) • sustainability (e.g. can the approach be used again? Will it work in different environments?) • development of strategies for individualised care (e.g. review of behavioural plan in line with person-centred approach)
<p>4. Know relevant legislation and guidance related to promoting positive behaviour</p>	<p>4.1 Legislation, i.e.</p> <ul style="list-style-type: none"> • Mental Health Act 1983 • Mental Capacity Act 2005 • Deprivation of civil liberties (DOL's) • Section 3 Criminal Law Act 1967, Common Law • Health and Safety at Work Act 1974 • Human Rights Act 1998 • Police and Criminal Evidence Act 1984 <p>4.2 Guidance, i.e.</p> <ul style="list-style-type: none"> • Positive and Proactive Care: reducing the need for restrictive interventions (2014) • A positive and proactive workforce (2014)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to promote positive behaviour	P1*: Demonstrate a person-centred approach to promote positive behaviour	M1: Assess how best practice could be evaluated in promoting positive behaviour	
	P2: Demonstrate best practice in promoting positive behaviour		
2. Understand situations in which staff are required to use reactive and restrictive interventions	P3*: Describe a situation where a reactive or restrictive intervention would be required	M2: Assess how recognising stages of behaviour could promote positive behaviour	
3. Be able to use interventions to promote positive behaviour, considering the impact on the individual	P4: * Demonstrate strategies that could be used to promote positive behaviour	M3: Evaluate why restrictive interventions are used in only the most serious situations	D1: Evaluate the impact of strategies used to promote positive behaviour on an individual's wellbeing
4. Know relevant legislation and guidance related to promoting positive behaviour	P5*: Describe legislation related to promoting positive behaviour		

SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We have identified those opportunities in the grading criteria (shown with an asterisk) and provided more detail in the assessment guidance. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Unit	Related LO	Relevant synoptic assessment opportunities in Unit 12
Unit 1 Building positive relationships in health and social care	<p>LO1. Understand relationships in health, social care or child care environments</p> <p>LO2. Understand the factors that influence the building of relationships</p> <p>LO3. Understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p>LO4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p>	<p>The learning from unit 1 will underpin learners understanding of the promotion of positive behaviour.</p> <p>LO2, particularly environmental and physical factors and their influence on relationships can support a learners understanding of behaviour and the understanding that is required to promote positive behaviour.</p> <p>Person centred approaches underpin positive behaviour support and LO3 introduces these.</p> <p>From LO4 A sound understanding of how to use communication effectively can also support learner to be a able to understand the use of interventions, and behavioural support plans to promote positive behaviour</p>
Unit 2 Equality, diversity and rights in health and social care	<p>LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>LO2 Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>LO3 Understand how current legislation and national</p>	<p>Learners must be able to understand how to promote equality diversity and rights whilst promoting positive behaviour.</p> <p>LO2 the impact of discrimination can help learners understand why behaviour patterns of behaviour may present.</p> <p>LO3 much of the legislation that supports anti discriminatory practice also has an influence upon the promotion of positive behaviour and legislation put in place to support people who exhibit behaviour that requires intervention.</p> <p>LO4 the promotion of equality diversity and rights in practice impacts upon the delivery of care in all settings and can influence the behaviour</p>

	<p>initiatives promote anti-discriminatory practice in health, social care and child care environments</p> <p>LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p>	<p>of individuals who may feel discriminated against.</p>
<p>Unit 3 Health, safety and security in health and social care</p>	<p>LO1 Understand potential hazards in health, social care and child care environments</p> <p>LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p> <p>LO4 Know how to respond to incidents and emergencies in a health, social care or child care environment</p>	<p>LO1 - individuals who need to have interventions as a result of their behaviour could be considered a hazard in a work setting</p> <p>LO3 & 4 learners must understand their role in the promotion of positive behaviour and the implementation of any behavioural support plan.</p>
<p>Unit 7 Safeguarding</p>	<p>LO1 Understand types and signs of abuse</p> <p>LO2 Understand factors which may lead to abusive situations</p> <p>LO3 Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</p>	<p>Learners need to see their role in safeguarding individuals whilst also promoting positive behaviour. This applies to the individual exhibiting the behaviour and those who may be affected by it either physically or emotionally.</p> <p>Understanding that an individual's abusive behaviour whether towards themselves or others will require intervention in line with a behavioural support plan</p> <p>The impact of the environment and its influence on behaviour.</p> <p>Understand that legislation for applied to safeguarding may be the same as that applied to the promotion of positive behaviour.</p>
<p>Unit 9 Supporting people with learning disabilities</p>	<p>LO2 Understand the difficulties that may be experienced by individuals with learning</p>	<p>Learning from these LO should be applied to the illustrate that people with learning disabilities may exhibit behaviour which requires intervention, via a behavioural support plan</p>

	<p>disabilities</p> <p>LO3 Be able to support individuals with learning disabilities to plan their care and support</p>	
Unit 11 Career planning for health and social care	<p>LO2 Understand the roles and responsibilities in health, social care and child care</p> <p>LO3 Understand the personal impacts of working in health, social care and child care</p>	<p>Learners will be able to apply the learning from this LO in unit 11 to show that they need to be able to understand their role in the promotion positive behaviour and how to implement behavioural support plans including undertaking any specific training.</p> <p>In this LO the physical, mental and emotional impact of promoting positive behaviour should be illustrated.</p>
Unit 14 The impact of long term conditions	LO3 Be able to support individuals with long-term physiological conditions to plan their care and support	Learning from this LO in unit 14 will help learners to understand that behaviour may have its cause due to physiological pain or conditions such as diabetes or epilepsy.
Unit 16 Supporting people with dementia	LO1 Understand types of dementia and the impact of dementia and diagnosis on individuals	By applying learning from this unit learners will be able to see that behavioural changes may be a consequence of dementia.
Unit 17 Supporting people with mental health conditions	LO1 Know the main concepts, types, causes and effects of mental health conditions	By applying the learning from this unit learners will be able to see that changes in mood and behaviour may be as a result of mental health conditions.
Unit 18 Caring for older people	LO1 Understand the ageing process	By applying learning from this unit learners will be able to see the impact of conditions affecting older people such as CVA/stroke, and dementia and their impact upon behaviour.
Unit 21 Looked after children and young people	LO2 Understand possible issues and difficulties that may affect looked after children and young people	By applying learning from this LO learners will be able to see the influence of environmental factor upon a young person and their behaviour.
Unit 22 Psychology for health and social care	LO1 Be able to apply psychological theories and approaches to health, social care and child care	Learning from LO1 of this unit will help learners to understand the purpose of and how to implement behavioural support plans.

	<p>LO3 Understand the impact of chronic illness and long-term health conditions on individuals</p> <p>LO4 Know the psychological impacts of requiring care</p>	<p>This learning from LO3 and LO4 will support a learner in their understanding how physiological conditions can impact on the behaviour of an individual.</p>
--	--	--

ASSESSMENT GUIDANCE

LO1 Be able to promote positive behaviour

Learners must be able to demonstrate a person-centred approach when promoting positive behaviour, and demonstrate best practice in the promotion of positive behaviour. This can be done through simulation. In addition, for M1 learners must assess how best practice could be evaluated in promoting positive behaviour. For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care, Unit 7 Safeguarding, Unit 14 The impact of long term physiological conditions.

LO2 Understand situations in which staff are required to use reactive and restrictive interventions

Learners must describe a situation where the use of a reactive or restrictive intervention may be required. For M2 learners must also assess how the recognition of stages of behaviour can also impact on promoting positive behaviour. For this LO learners will benefit from drawing on learning from mandatory Unit 3 Health, safety and security, Unit 21 Looked after Children and Young people LO2.

LO3 Be able to use interventions to promote positive behaviour, considering the impact on the individual

Learners must be able to use more than one strategy to promote positive behaviour. This can be done through simulation. In addition, for M3 learners must provide an evaluation of why restrictive interventions should only be used in the most serious situations. D1 requires learners to evaluate the impact which the strategies used to promote positive behaviour may have on an individual's wellbeing. For this LO learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights in health and social care, Unit 7 safeguarding, Unit 9 Supporting people with learning disabilities, Unit 11 Career planning for health and social care, Unit 16 Supporting people with dementia, Unit 17 Supporting people with mental health conditions, Unit 18 Caring for older people, Unit 21 Looked after Children and Young people. Unit 22 Psychology for health and social care.

LO4 Know relevant legislation and guidance related to promoting positive behaviour

Learners must be able to describe the legislation which relates to promoting positive behaviour. For this LO learners will benefit from drawing on learning from mandatory Unit 3 Health, safety and security in health and social care LO2. Unit 9 Supporting people with learning disabilities LO3, Unit 16 Supporting people with dementia LO2, Unit 17 Supporting people with mental health conditions LO3, Unit 18 Caring for older people LO2.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.