



Oxford Cambridge and RSA

**Unit Title:**

**Support children and young people with behaviour, emotional and social development needs**

OCR Unit No:

23

Sector Unit No:

TDA 3.20

Level:

3

Credit value:

4

Guided learning hours:

25

Unit accreditation number:

Y/601/7707

### Unit purpose and aim

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This unit provides the understanding, knowledge and skills to support children and young people with behaviour, emotional and social development needs. This involves understanding the influences impacting on behaviour, emotional and social development of children and young people and supporting them to develop emotional and social skills, self-reliance and self-esteem. Working with others, including children, young people and other adults, to support behaviour management is also covered by this unit.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Exemplification</b>
The learner will:	The learner can:	
1. Understand the influences impacting on the behaviour, emotional and social development of children and young people	1.1 Explain how aspects of upbringing, home circumstances, and physical and emotional health of children and young people could affect their ability to relate to others  1.2 Explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness  1.3 Explain how psychological and psychiatric disorders affecting children and	Centres must ensure that all assessment criteria are met.

	<p>young people may impact on the way in which they relate to others</p> <p>1.4 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness</p>	
<p>2. Understand the special educational needs of children and young people with behaviour, emotional and social development needs</p>	<p>2.1 Explain the particular behaviour, emotional and social development needs of children and young people in the setting</p> <p>2.2 Summarise the individual plans of <b>children and young people with behaviour, emotional and social development needs</b> with whom they work</p>	<p><b>Children and young people with behaviour, emotional and social development needs</b> include those:</p> <ul style="list-style-type: none"> <li>• who experience emotional and behavioural difficulties</li> <li>• who are withdrawn or isolated or display school phobic reactions</li> <li>• who are disruptive and disturbing, hyperactive and lack concentration</li> <li>• with immature social skills or personality disorders</li> <li>• presenting challenging behaviours which may arise from other complex needs</li> </ul>
<p>3. Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs</p>	<p>3.1 Work with children, young people and <b>others</b> to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social</p>	<p><b>Others</b> according to own role eg:</p> <ul style="list-style-type: none"> <li>• family members</li> <li>• teachers</li> <li>• other adults in the setting</li> </ul>

	<p>development needs</p> <p>3.2 Explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills</p> <p>3.3 Provide support for children, young people and others to understand and apply goals and boundaries</p> <p>3.4 Work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people</p> <p>3.5 Use knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction</p> <p>3.6 Demonstrate strategies for promoting positive behaviour and managing <b>inappropriate behaviour</b> of children and young people with behaviour, emotional and social development needs</p>	<ul style="list-style-type: none"> <li>professionals external to the setting eg. educational psychologist</li> </ul> <p><b>Inappropriate behaviour</b> is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.</p>
<p>4. Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with</p>	<p>4.1 Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social</p>	

<p>others</p>	<p>contacts and relationships with others</p> <p>4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development</p> <p>4.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships</p> <p>4.4 Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others</p> <p>4.5 Demonstrate strategies for helping rebuild damaged emotional relationships between:</p> <ul style="list-style-type: none"> <li>a) children and young people</li> <li>b) children or young people and adults</li> </ul> <p>4.6 Demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves</p>	
<p>5. Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and</p>	<p>5.1 Demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development</p>	<p><b>Self- management skills:</b> personal skills that will help children and young people to organise themselves and manage their behaviour, including:</p>

self-esteem	<p>needs to:</p> <ul style="list-style-type: none"> <li>a) communicate their feelings, needs and ideas</li> <li>b) make their own decisions</li> <li>c) accept responsibility for their actions</li> </ul> <p>5.2 Support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost</p> <p>5.3 Provide opportunities for children and young people to develop <b>self-management skills</b></p> <p>5.4 Demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development</p>	<ul style="list-style-type: none"> <li>• exercising choice</li> <li>• decision making</li> <li>• problem solving</li> <li>• self expression</li> <li>• general life skills</li> </ul>
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## Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that

the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3 and 5.4 must be assessed in the workplace.

## Details of relationship between the unit and national occupational standards

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STL41 Support pupils with behaviour, emotional and social development needs

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .