

Unit 27: Dealing with Challenging Behaviour

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| Unit code: | T/600/8982 |
| QCF Level 3: | BTEC Nationals |
| Credit value: | 5 |
| Guided learning hours: | 30 |

● Aim and purpose

This unit aims to enable learners to gain a knowledge of challenging behaviour and an understanding of the associated legislation and guidance. Learners will also be able to consider how to deal with challenging behaviour if they were working in a health or social care setting.

● Unit introduction

Dealing with challenging behaviour is a high priority for people working in the health and social care sectors. In their day-to-day routines, workers encounter a wide variety of behaviour which can significantly, and adversely, affect the quality of the lives of those involved. It is important, therefore, that learners understand the contexts in which such behaviour occurs in order to develop their knowledge and understanding of the causes and effects of challenging behaviour, and the range of methods used to deal with it.

Health and social care workers are bound by professional codes of practice and legislation which determine how they must respond in particular situations. Learners must understand these legal frameworks and the outcomes they can have for workers and service users. This unit aims to develop learner knowledge and understanding in these key areas and underpins other units in the qualification. It is essential in terms of preparing learners to get the most from any work experience they undertake.

In order to complete the unit, learners must apply their learning by contributing to the development of a strategy for dealing with challenging behaviour. They will need to consider the skills needed to minimise the effects of challenging behaviour, such as recognising 'triggers', and appropriate methods of intervention.

This unit enables learners to assess some of the difficulties involved in working in the health and social care sectors. It is suitable for all learners interested in a career in these sectors.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the potential causes and effects of challenging behaviour
- 2 Understand legislation and guidance concerned with challenging behaviour
- 3 Be able to contribute to the development of a strategy for dealing with challenging behaviour.

Unit content

1 Know the potential causes and effects of challenging behaviour

Examples of challenging behaviour: verbal abuse, eg racist comments, threats, bullying others; non-verbal abuse; physical abuse, eg 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

Triggers: intrinsic, extrinsic; temporary personal factors, eg discomfort and/or pain caused by illness; influence of alcohol/drugs; persistent personal factors, eg existence of a disability that prevents normal communication, movement or behaviour; temporary environmental factors, eg living in temporary accommodation; persistent environmental factor, eg 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: on the physical, emotional and social wellbeing of individuals

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 leading to The Children Act and The Children's Plan; Mental Health Act

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, eg 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

How to minimise the effects of challenging behaviour: coping strategies including positive behaviour management; person-centred planning; effective communication; body language; promoting self-esteem; anti-discriminatory practice; equitable application of rules and boundaries; integrated practice; using strategies to empower and involve individuals who present challenging behaviour; awareness of ABC charts; risk assessment; workforce training; following recognised procedures; management of the aftermath; conflict resolution

Using specific approaches: providing active support; partnership working; psychotherapy; cognitive behaviour therapy; medication; behaviour modification programmes

Methods of intervention: 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, eg on a child or adult; remaining calm and controlled when provoked

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|--|--|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 describe the characteristics and causes of challenging behaviour [IE1] | M1 discuss the characteristics and causes of one type of challenging behaviour | |
| P2 explain how legislation/guidance applies to challenging behaviour [IE2] | | |
| P3 suggest strategies to minimise effects of challenging behaviour in health and social care settings. [CT2] | M2 discuss strategies used to minimise effects of one type of challenging behaviour in health and social care settings. | D1 evaluate strategies for dealing with one type of challenging behaviour in health and social care settings. |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

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| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
| | CT – creative thinkers | TW – team workers | EP – effective participators |

Essential guidance for tutors

Delivery

This unit is specifically designed to enable learners to apply their knowledge and understanding in a practical way through contributing to the development of a strategy for dealing with challenging behaviour.

Firstly, learners must know the contexts in which challenging behaviour occurs and describe examples of this. This topic could be introduced in a variety of ways, including documentary evidence from television. More-able learners might benefit from carrying out investigations into the extent of such behaviour using, for example, statistics from the Department of Health about the extent of attacks on front line health staff. Delivery may require some tutor explanation of key terms and issues, especially if learners are unfamiliar with this context.

Learners must also understand legislation and guidance which deals with challenging behaviour. Learners could, for example, carry out some individual and/or group research on different pieces of legislation and guidance to explain how codes of practice identify appropriate responses to challenging behaviour and how organisational policies determine the behaviour of people working in the health and social care sectors. The analysis of legislation and guidance could, for example, focus on whether it covers all situations in which challenging behaviour occurs, whilst the evaluation could consider the effectiveness of the legislation and guidance. Learners could support their analyses and evaluations with evidence.

It is expected that learners will need support when working on their contribution to the development of a strategy for dealing with challenging behaviour in the health and social care sectors. They should be encouraged to look at existing strategies and policies, for example in hospitals or schools for children with emotional or behavioural difficulties.

Links to work-experience placements can be made, with learners being encouraged to share observations of challenging or potentially challenging behaviour, and how it was dealt with. Learners should also be encouraged to reflect on practices at their placements which are designed to reduce the likelihood of individuals presenting challenging behaviour and minimise its effect.

Guest speakers could be brought in to talk to learners about how to deal with challenging behaviour. It should be emphasised that learners should not be actively involved in dealing with episodes of challenging behaviour, but their own roles and responsibilities could be discussed in terms of, for example, the use of effective communication skills. Role plays and case studies would enable learners to practise dealing with challenging behaviour.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|---|
| <p>Unit introduction: using either television documentary/news report/excerpt from drama, identify and discuss types of behaviour which are seen as challenging.</p> |
| <p>Learning outcome 1</p> <p>Tutor input: the potential causes and effects of challenging behaviour.</p> <p>Group discussion: how such behaviours have come to be seen as challenging.</p> <p>More-able learners: using range of newspaper articles, discuss the ways that challenging behaviour is reported.</p> <p>Assignment 1: Types of challenging behaviour and its triggers (P1, M1)</p> <p>Produce table including different types of challenging behaviour and their triggers. Select one type of challenging behaviour and discuss characteristics and possible causes. For the chosen example weigh up the available evidence and suggest most likely cause or causes.</p> |
| <p>Learning outcome 2</p> <p>Tutor input/learner research: legislation and guidance concerned with challenging behaviour.</p> <p>Assignment 2: How legislation affects the way that challenging behaviour is dealt with in a health and/or social care setting (P2)</p> <p>Learners should select any relevant setting and, using the internet and other sources, research the key features of legislation and guidance in terms of how challenging behaviour is to be dealt with.</p> |
| <p>Learning outcome 3</p> <p>Tutor input: developing a strategy for dealing with challenging behaviour.</p> <p>Assignment 3: Contribution to a strategy for dealing with challenging behaviour in a health and/or social care setting (P3, M2, D1)</p> <p>Learners must apply the knowledge and understanding gained in learning outcomes 1 and 2 to contribute to the development of a strategy for dealing with one type of challenging behaviour that is specific to one organisation. This can be a group exercise, but the work of individual learners must be clear. A specific context or setting needs to be identified. Learners should incorporate an evaluation of the proposed methods of intervention into a framework which makes clear the impact of legislation and guidance. The stages in the process should be made clear.</p> |
| <p>Unit assessment and review.</p> |

Assessment

Learners need to know the causes, effects, strategies and legislation relevant to dealing with challenging behaviour in order to develop their contribution to a strategy to deal with such behaviour.

Evidence for much of the unit could be in written form, with case studies used as a basis for evidence of understanding. Learners may be able to evidence some criteria through observation at their work experience placements, or through role play, with supporting descriptions and witness testimonies.

Evidence for P1 is likely to be in written form, with learners drawing on examples from their own lives, class discussions, case studies, work experience placements or popular television programmes. Where real people are involved, confidentiality should be respected.

For M1, learners need to discuss one type of challenging behaviour and the possible characteristics and causes.

For P2, learners are likely to refer to specific pieces of legislation and they may need direction in selecting these. Learners will need to explain the key features only. It would be appropriate to carry out research using the websites of relevant organisations or, for example, relevant manuals from organisations where learners have undertaken work experience.

For P3, learners are required to suggest strategies for dealing with one type of challenging behaviour. Learners may wish to include a section on the ethics and values which underpin their strategies and consider issues such as the rights and responsibilities of all individuals involved in an episode of challenging behaviour, including conflicting rights and tensions, and any issues of confidentiality. Learners must indicate their individual contribution to the development of the strategy where they are involved in group work.

For M2, learners will need to discuss how they would implement their chosen strategies when working in a health and/or social care setting.

For both P3 and M2, learners should present their strategy in written form, either as part of a code of practice or part of a set of guidelines.

For D1, an evaluation of the more likely strategies used in relation to a particular example of challenging behaviour is required and it is expected that learners will support their evidence with real-life examples.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------|---|---|--|
| PI, M1 | Types of challenging behaviour and its triggers | You have started your placement in either a health or social care setting. Keep a log of those events which to you seem to involve challenging behaviour. Write down what you think caused them and a brief description of how they were, or were not, resolved. | Table. |
| P2 | How legislation affects the way that challenging behaviour is dealt with in a health and/or social care setting | With reference to the organisation where you are undertaking your work placement, interview your placement manager and ask about the legislation that applies to the organisation. Find out which parts of the legislation and/or guidance are most important and why. How does the organisation put the legislation and/or guidance into practice? Find out from your placement manager which parts of the legislation and/or guidance are implemented most frequently and how they are effective. | Presentation; report; could include parts of interview with placement manager, if applicable. |
| P3, M2, D1 | Contribution to a strategy for dealing with challenging behaviour in a health and/or social care setting | Using the codes of practice in place in the organisation where your work placement occurred, and your experiences whilst on placement, you need to devise your contribution to the development of a strategy for dealing with challenging behaviour in a health and/or social care environment. | A document which could be used by new employees in a health and/or social care setting who could find themselves involved in conflict resolution. You should write a suitable title for the strategy. If you work with other learners to write this document, your own contribution must be clear and discrete. Your contribution should include some reference to existing legislation, to relevant codes of practice and also should include some specific approaches and recognised methods of intervention. |

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

The following resources are essential for delivery of this unit:

- an appropriately qualified tutor
- people/day-to-day interactions for example school/college or local counsellors, special need tutors, project workers, speech therapists, psychologists, social workers
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- work experience placements
- guest speakers
- case study materials
- audio and visual records.

Employer engagement and vocational contexts

- Guest speakers.
- Access to work experience opportunities.
- Copies of policies and procedures from familiar health or social care environments.

Indicative reading for learners

Textbooks

Michie V – *Working in Care Settings* (Nelson Thornes, 2004) ISBN 0748774831

Nolan Y – *S/NVQ Level 3 Health and Social Care Candidate Book Options Plus* (Heinemann, 2006) ISBN 9780435464653

Nolan Y – *S/NVQ Level 3 Health and Social Care Candidate Handbook* (Heinemann, 2005) ISBN 9780435453732

Riddal-Leech S – *Managing Children's Behaviour* (Heinemann, 2003) ISBN 043545532X

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

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

Tait T and Genders N – *Caring for People with Learning Disabilities* (Hodder Arnold, 2002) ISBN 9780340807095

Willis B and Gillett J – *Maintaining Control* (Hodder Arnold, 2003) ISBN 9780340810361

Magazine

Community Care

Websites

www.bild.org.uk

British Institute of Learning Disabilities

www.csci.org.uk

Commission for Social Care Inspection

www.learningdisabilities.org.uk

Foundation for People with Learning Disabilities

www.thecbf.org.uk

The Challenging Behaviour Foundation

www.gsccl.org.uk

The General Social Care Council

www.mind.org.uk

Mind: The National Association for Mental Health

Learners might find the following pages useful:

- www.dh.gov.uk/en/Healthcare/Mentalhealth/index.htm
- [www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Care/Childcare/Managing-challenging-behaviour/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Care/Childcare/Managing-challenging-behaviour/(language)/eng-GB)
- www.yjb.gov.uk/en-gb/yjs/Home.htm
- www.thecbf.org.uk/10NEWFA.pdf

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... |
|------------------------------|--|
| Independent enquirers | [IE1] exploring questions around the causes and characteristics of challenging behaviour [IE2] analysing and evaluating the relevance of legislation, frameworks, policies and procedures relating to challenging behaviour |
| Creative thinkers | [CT2] asking questions about strategies and procedures in relation to challenging behaviour. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | using ICT systems as a tool for finding information for the unit |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | constructing diaries/mind maps in appropriate packages and discussing the effectiveness of these |
| Manage information storage to enable efficient retrieval | saving information in suitable files and folders |
| Follow and understand the need for safety and security practices | keeping food and drink away from computers; not using someone else's log in; explaining how safety is addressed in the context of the assignments; explaining why the IT usage policy forbids certain actions |
| Troubleshoot | carrying out checks to identify the source of a problem encountered, eg missing file of work |
| ICT – Find and select information | |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | collecting information from suitable websites; highlighting suitable information and discussing whether it meets the purpose |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | ensuring all necessary information for the unit is available electronically |
| Bring together information to suit content and purpose | creating documents which have the necessary information for a report on a piece of practical work, eg in one document so that it is easy to edit |
| Present information in ways that are fit for purpose and audience | presenting information as a report or other document as requested in the brief |
| Evaluate the selection and use of ICT tools and facilities used to present information | discussing the layout of the documents produced and how they may be improved |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | emailing material, including attached files, to tutors and classmates using contact lists. Storing messages and replies in appropriate folders |

| Skill | When learners are ... |
|---|--|
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing challenging behaviour |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reading a variety of texts as part of research for assignments |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing reports, leaflets and other documents as suggested by the assignment briefs. |