Unit 48: Implement Positive Behaviour Support

Level:	3
Unit type:	Optional
Credit value:	6
Guided learning hours:	41

Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills required to implement positive behaviour support.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence document*. Detailed information can be found in *Annexe A* of the qualification specification.
Evidence for skills within learning outcomes 4-8 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the legislative framework in relation to positive behaviour support	1.1 Summarise current legislation, frameworks, codes of practice and policies in relation to positive behaviour support
	1.2 Summarise organisational policies and procedures in relation to positive behaviour support
	1.3 Explain the value base underpinning positive behaviour support
	1.4 Describe own and **others'** role and responsibilities in relation to positive behaviour support
2 Understand behaviour as a means of expression	2.1 Explain the role of functional assessment in understanding an **individual's** behaviour
	2.2 Analyse how behaviour may be perceived by **others**

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	2.3 Explain **factors** that may influence an **individual's** behaviour
	2.4 Explain behaviour as a form of expression
3 Understand approaches to positive behavioural support	3.1 Explain **approaches to positive behaviour support**
	3.2 Explain: • proactive strategies • reactive strategies
	3.3 Explain reasons for reinforcing positive behaviour with **individuals**
	3.4 Explain the importance of **positive interaction**
	3.5 Explain the importance of supporting **individuals** to understand their behaviour and its effects on themselves and **others**
	3.6 Explain how **active support** can help promote positive behaviour
	3.7 Analyse the role of structure and daily planning in positive behaviour support
	3.8 Identify sources of support, information and guidance for positive behaviour support
4 Be able to monitor the behaviour of individuals	4.1 Use **structured methods** to monitor and record an **individual's** pattern of behaviour
	4.2 Work with the **individual** and **others** to identify **triggers**: • slow **triggers** • fast **triggers**
	4.3 Review an **individual's** behaviour in relation to: • antecedent • behaviour • consequences
	4.4 Record and report outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
5 Be able to agree strategies for positive behaviour support with individuals and others	5.1 Establish ways to develop an **individual's** skills to promote participation in day-to-day activities
	5.2 Support **individuals** to acknowledge their behaviour and develop coping strategies
	5.3 Agree with **individuals** and **others'** strategies to be used in different situations to support positive behaviour
	5.4 Describe sources of support, information and guidance for promoting positive behaviour
6 Be able to implement positive behaviour support plans	6.1 Explain the purpose of **positive behaviour support plans** for **individuals**
	6.2 Identify the components of a positive behaviour support plan
	6.3 Implement agreed strategies in line with the **individual's** positive behaviour support plan
	6.4 Contribute to the review of an **individual's** positive behaviour support plan
7 Be able to support individuals through incidents of behaviour	7.1 Work with **others** to agree protocols for least restrictive interventions
	7.2 Identify and respond to triggers which may result in escalation of behaviour
	7.3 Maintain safety and wellbeing throughout the incident for: • **individual** • self • **others**
	7.4 Provide post-incident support to **individuals** and **others**
	7.5 Record and report incidents of behaviour
8 Be able to develop practice in relation to positive behaviour support	8.1 Support **others** to recognise how their actions can diffuse or escalate an **individual's** behaviour
	8.2 Role model good practice in positive behaviour support

Learning outcomes The learner will:	Assessment criteria The learner can:
	8.3 Provide feedback to **others** in relation to positive behavioural support practice
	8.4 Reflect on own practice in relation to positive behaviour support
	8.5 Explain how and when to access support to manage the wellbeing of self and **others**

Additional information about the unit

Exemplification of terms used in assessment criteria:

Others
Examples may include, but are not limited to:

- Team members

- Line manager

- Other colleagues

- Those who use or commission their own health or social care services

- Families, carers and advocates

- Outside services and organisations

- Those with power of attorney

- Other professionals

- Others who are important to the individual's wellbeing.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Factors
Examples may include, but are not limited to:

- Dementia, autism, learning disability

- Stress response

- Sensory needs

- Frustration

- Pain

- Past experiences

- Physical or mental health

- Boredom

- Confusion or memory impairment

- Age-related

- Feelings of loss of control

- Communication difficulties

- Environmental.

Additional information about the unit

Approaches to positive behaviour support

Examples may include, but are not limited to:

- Proactive approaches

- Individual behaviour support planning

- Time intensity model

- Theories of personhood and malignant psychology that are used in relation to individuals with dementia (Kitwood, 1997).

Positive interaction

The interaction, behaviour and attitude of those supporting an individual. It consists of providing different levels of support; working with an individual's strengths and abilities; breaking activities into manageable steps; and positive reinforcement to promote participation.

Active support

Refers to a person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

Structured methods

Examples may include, but are not limited to:

- Measures for monitoring and recording behaviour:

- Antecedent-behaviour-consequence (ABC) charts

- Scatter plots

- Incident forms

- Behaviour monitoring forms

- Direct observation.

Triggers

Are those events, circumstances or stimuli that cause behaviour that may bring harm to the individual and others, or that others find challenging:

- Slow triggers (aspects of a person's environment or daily routines that do not necessarily happen immediately before the behaviour, but still have an effect on behaviour)

- Fast triggers (specific events that occur immediately prior to the behaviour; their impact upon behaviour is rapid or immediate).

Additional information about the unit
Positive behaviour support plans Different terminology may be used to refer to this in various settings. It is used to monitor patterns of: • Behaviour • Identify causes and triggers • Plan strategies to put in place • Review effects of strategies It should be personalised and created with the individual whenever possible.