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| Unit Title: Implement the positive behavioural support model | | |
| URN: T/601/9738 |  |  |
| Credit Value: 8 |  |  |
| Level: 4 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand the context of the Positive Behavioural Support model.** | | | |
| 1.1 Explain how Positive Behavioural Support has been influenced by:  - Applied Behaviour Analysis (ABA)  - Social Role Valorisation (SRV). |  |  |  |
| 1.2 Summarise current legislation and policy guidance relating to Positive Behavioural Support. |  |  |  |
| **2 Understand the term ‘challenging behaviour’.** | | | |
| 2.1 Define the term ‘challenging behaviour’. |  |  |  |
| 2.2 Explain the reasons for the term challenging behaviour coming into use. |  |  |  |
| 2.3 Analyse key factors that lead to a behaviour being defined as challenging. |  |  |  |
| **3 Understand the context in which challenging behaviour occurs.** | | | |
| 3.1 Summarise key environmental risk factors for challenging behaviours. |  |  |  |
| 3.2 Explain how slow and fast triggers contribute to challenging behaviour. |  |  |  |
| 3.3 Analyse the role of reinforcement in maintaining behaviour. |  |  |  |
| 3.4 Explain the time intensity model. |  |  |  |

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| **4 Be able to contribute to the functional analysis in relation to an individual's challenging behaviour.** | | | |
| 4.1 Describe the key components of functional analysis. |  |  |  |
| 4.2 Explain the key methods of analysing behaviour. |  |  |  |
| 4.3 Complete accurate records of behaviour using a structured method. |  |  |  |
| 4.4 Identify environmental risk factors for an individual’s challenging behaviour. |  |  |  |
| 4.5 Identify possible slow and fast triggers for an individual’s challenging behaviour. |  |  |  |
| 4.6 Identify factors that may contribute to reinforcement of an individual’s challenging behaviour. |  |  |  |
| 4.7 Evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals. |  |  |  |
| **5 Understand the key characteristics of Positive Behavioural Support.** | | | |
| 5.1 Describe the key characteristics of Positive Behavioural Support. |  |  |  |
| 5.2 Explain the role within Positive Behavioural Support of:  - primary prevention strategies  - secondary prevention strategies  - non aversive reactive strategies |  |  |  |
| 5.3 Explain the importance of social validity in the Positive Behavioural Support model. |  |  |  |
|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **6 Be able to implement primary prevention strategies.** | | | |
| 6.1 Summarise the key primary prevention strategies. |  |  |  |
| 6.2 Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual’s dignity, rights and choice. |  |  |  |
| 6.3 Explain the importance of effective communication and positive interaction in primary prevention for individuals. |  |  |  |
| 6.4 Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity. |  |  |  |
| 6.5 Use effective communication with an individual to promote positive behaviour. |  |  |  |
| 6.6 Evaluate the social validity of an agreed primary prevention strategy for an individual. |  |  |  |
| **7 Be able to use a person centred approach to develop plans that promote participation.** | | | |
| 7.1 Explain how Active Support can help prevent challenging behaviour by improving an individual’s quality of life. |  |  |  |
| 7.2 Analyse the role of structure and daily planning in primary prevention for individuals. |  |  |  |
| 7.3 Review an individual’s daily activities to identify areas for increasing participation and choice. |  |  |  |
| 7.4 Review an individual’s routine to identify opportunities for increasing participation and choice. |  |  |  |
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| 7.5 Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task. |  |  |  |
| 7.6 Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities. |  |  |  |
| **8 Be able to implement secondary prevention strategies.** | | | |
| 8.1 Summarise key secondary prevention strategies. |  |  |  |
| 8.2 Explain when secondary prevention strategies should be used with individuals. |  |  |  |
| 8.3 Identify early warning signs of behavioural agitation in an individual. |  |  |  |
| 8.4 Identify possible secondary prevention strategies that may be used with an individual. |  |  |  |
| 8.5 Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual’s dignity, rights and preferences. |  |  |  |
| **9 Be able to implement non aversive reactive strategies.** | | | |
| 9.1 Explain when reactive strategies should be used with individuals. |  |  |  |
| 9.2 Describe the key characteristics and types of reactive strategies. |  |  |  |
| 9.3 Assess the risks in the use of reactive strategies. |  |  |  |
| 9.4 Identify possible reactive strategies that may be used for an individual. |  |  |  |
|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| 9.5 Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual’s dignity, rights and preferences. |  |  |  |
| 9.6 Establish an individual’s preferred post–incident support. |  |  |  |
| 9.7 Identify own preferred post-incident support. |  |  |  |
| **10 Be able to understand and implement Positive Behavioural Support Plans.** | | | |
| 10.1 Explain the purpose and importance of Positive Behaviour Support Plans for individuals. |  |  |  |
| 10.2 Identify the key components of a Positive Behaviour Support Plan for individuals. |  |  |  |
| 10.3 Implement agreed procedures in an individual’s Positive Behavioural Support Plan. |  |  |  |
| 10.4 Contribute to the review of an individual’s Positive Behavioural Support Plan. |  |  |  |

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

**Assessor sign off of completed unit:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date: