



Australian Government

Department of Education, Employment and Workplace Relations

CSCINT401A Negotiate behaviour change

Revision Number: 2

CSCINT401A Negotiate behaviour change

Modification History

CSCINT401A Second release: Layout adjusted. No changes to content.

CSCINT401A First release: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to establish with an individual offender the motivation and support for a planned approach to behaviour change based on personal responsibility and accountability.

Application of the Unit

This unit can be assessed in a custodial environment and in the context of community programs, and under the conditions of supervision in community corrections.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop a working relationship with offenders.	1.1 Use interaction with offenders to encourage personal reflection on behaviour and personal responsibility for behaviour and change. 1.2 Use a range of communication strategies to gather information about the background and circumstances of offenders. 1.3 Provide factual, clear and objective information to the offender. 1.4 Identify issues arising from the behaviour of offenders and the behaviour change, and promote the benefits of change with offenders. 1.5 Maintain clear and honest relationships with offenders. 1.6 Identify obstacles to professional relationships with offenders, check personal values and issues with others and record concerns according to the code of conduct. 1.7 Record and report information relevant to <i>intervention contact</i> with the offender according to the organisation's procedures.
2 Negotiate personal goals.	2.1 Emphasise and negotiate offenders' responsibility for determining and achieving their goals. 2.2 Assess options for <i>offenders' goals</i> and outcomes for change and <i>negotiate</i> agreements based on realistic goals and purpose. 2.3 Check and confirm the information and resources required by offenders to set their goals and provide suitable and available resources and support. 2.4 Encourage offenders to identify and prioritise long and short-term goals based on individual responsibility and personal choice. 2.5 Encourage offenders to identify and analyse the factors that have contributed to past behaviour and the obstacles to achieving change goals. 2.6 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives, and renegotiate plans.
3 Negotiate a planned approach to change.	3.1 Negotiate a realistic timetable for the achievement of each goal with the offenders. 3.2 Determine and negotiate the evidence used to indicate that goals have been achieved.

ELEMENT**PERFORMANCE CRITERIA**

- 3.3 Assist offenders to determine what support they will need and how they will get this support.
- 3.4 Encourage offenders to find out what information or advice they need.
- 3.5 Confirm that contact with offenders and the process determined for support comply with policies, procedures and code of conduct.
- 3.6 Negotiate agreement with offenders on reviewing progress and the consequences of achieving or not achieving progress.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- complying with the organisation's security policies and operating procedures related to contact with offenders, intervention programs and offender risk management
- applying knowledge of statutory requirements of court and sentence conditions
- negotiating with people from all the cultural groups using the service
- negotiating in both formal and informal contact with offenders
- negotiating with hostile and uncooperative offenders
- adapting to the values, needs and circumstances of people from different cultures
- using formal and informal communication methods
- using personal, manual and electronic information
- establishing and maintaining responsibility with offenders
- maintaining a realistic perspective on change and progress
- monitoring and responding to positive and negative progress
- giving feedback on expectations and progress
- maintaining a focus on agreements and change plans.

Required knowledge:

- organisation's policies, procedures, practices, guidelines and standards about:
 - contact with offenders
 - case management
 - programmed intervention
 - referral and specialist support
 - code of conduct
 - duty of care
 - confidentiality
 - freedom of information
 - reporting and offender files
 - use of resources
 - principles of court orders and sentence management
 - discipline procedures
 - appeals procedures
 - offender risk assessment and risk management
 - care and safety of high risk offenders
- general understanding of human behaviour that includes:
 - offending behaviour
 - behaviour control and change

- factors that effect motivation
- addictive behaviour
- mental health conditions
- peer pressure and control
- suicide and self-abuse
- impact of cultural values and expectations on behaviour and relationships
- principles of specialised communication, such as:
 - interviewing
 - negotiation
 - mediation and advocacy with other agencies
 - counselling
 - report presentation
 - cultural awareness
- sources of information, including:
 - offender information management system, including court, police and internal service records
 - internal recording and reporting systems
 - internal and external specialist services
- key people, including offender and family, colleagues, community support services and friends.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to negotiate behaviour change with an offender in a range of (two or more) contexts or occasions, over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for negotiating behaviour change with an offender as part of a coordinated team, including coping with difficulties, irregularities and changes to routine
- copies of legislation, policies, procedures and guidelines relating to negotiating behaviour change
- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues.

Guidance information for

Assessment methods should reflect workplace demands, and

assessment

any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Type of ***intervention contact*** will depend on work roles and responsibilities and could include:

- assessing offender for referral or inclusion in a specific program
- intervention programs as part of sentencing conditions
- disciplinary conditions
- conditions for probation, parole or community release
- part of a strategy for reducing re-offending
- part of a strategy for addressing specific risks and needs of offenders.

The nature of ***offender's goals*** will depend on roles and responsibility of candidate in offender management and could include addressing:

- re-offending
- violent behaviour
- sexual attitudes and sexual violence
- employment skills and qualifications
- language and literacy skills
- social and life skills
- managing offending behaviour
- addressing drug and alcohol abuse or addiction
- specific court and sentencing conditions.

Negotiation may include conditions in which:

- intervention is a requirement of sentencing
- offenders are acting on a voluntary and involuntary basis
- offenders are uncooperative
- offenders are hostile and resistant.

Unit Sector(s)

Intervention.

Competency field

Not applicable.

Co-requisite units

Not applicable.