



Australian Government

**Assessment Requirements for CHCDIS016
Develop and promote positive
person-centred behaviour supports**

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify behaviours of concern for at least three different people with disability and develop, implement, monitor and review positive behaviour support strategies in response to the behaviours of concern
- develop strategies and interventions that support the above people to manage their own behaviour.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of positive, person-centred, strengths-based behavioural support:
 - social and emotional wellbeing frameworks
 - trauma-informed practice
- human rights framework of service
- the impact of social devaluation on an individual's quality of life
- competency and image enhancement as a means of addressing devaluation
- organisational policies and procedures relating to behaviour management:
 - critical incidents
 - accident and incident reporting
 - de-briefing processes
 - completing, maintaining and storing documentation
 - work health and safety
 - privacy and confidentiality
- restrictive practice:
 - types of regulated restrictive practices:
 - seclusion
 - chemical restraint
 - mechanical restraint
 - physical restraint
 - environmental restraint

- unregulated restrictive practices
- human rights considerations for use of restrictive practices
- principles of the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector
- role of the National Disability Insurance Scheme (NDIS) Quality and Safeguards Commission in regulating use of restrictive practices
- when it is acceptable to use restrictive practices
- role of behaviour support practitioner in developing behaviour support plan that includes restrictive practices
- consequences of unauthorised use of restrictive practices
- positive proactive approaches to support that eliminate the need to use restrictive practices
- physical, psychological and emotional risks related to the use of restrictive practices
- processes for reporting changes in behaviour that may require review of the restrictive practices in the behaviour support plan
- documentation of use of restrictive practices:
 - organisational policies and procedures
 - regulatory and legislative requirements for documentation
- evidence-based behavioural intervention
- principles of effective communication and ways to implement these to minimise behaviours of concern
- indicators that a person has unmet needs
- factors that may contribute to behaviour of concern:
 - physical
 - emotional
 - environmental
 - medications
 - structural
 - systemic
- specialist services and referral options
- legal and ethical considerations for working with people with disability:
 - codes of conduct
 - dignity of risk
 - duty of care
 - human rights, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
 - informed consent
 - privacy, confidentiality and disclosure
 - imprisonment
 - abuse
 - work health and safety.

Assessment Conditions

Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- tools for recording observed behaviour
- organisational policies and procedures relating to behaviour support
- individualised behaviour support plans and any equipment outlined in the plan
- opportunities for engagement with people with disability.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>