



Australian Government

Department of Education, Employment and Workplace Relations

CHCCS401B Facilitate responsible behaviour

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to respond to unacceptable behaviour and support responsibility for behaviour management and change

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Monitor behaviour of the *client*

PERFORMANCE CRITERIA

- 1.1 Use formal and informal methods to observe and monitor client behaviour
- 1.2 Assess *behaviour* for potential conflict and use a range of preventative and defusing strategies
- 1.3 Evaluate client behaviour and interactions in a fair, objective and consistent manner
- 1.4 Ensure decisions on action are consistent with all available evidence and organisation practice/ procedures
- 1.5 Seek specialist advice and make referrals where required

ELEMENT**PERFORMANCE CRITERIA**

2. Use *communication strategies* to de-escalate conflict

- 2.1 Conduct interactions with clients in a fair, just, humane, equitable and positive manner
- 2.2 Use communication strategies with individuals for effective interaction and problem solving
- 2.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
- 2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses
- 2.5 Use negotiation techniques to divert and minimise aggressive behaviour
- 2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes

3. Respond to unacceptable behaviour

- 3.1 Challenge unacceptable behaviour and outline options and opportunities to change clearly and with positive encouragement
- 3.2 Confirm the implications of continuing unacceptable behaviour clearly, calmly and objectively
- 3.3 Use techniques according to organisation's procedures to ensure personal safety and safety of clients/colleagues.
- 3.4 If physical force must be used to ensure safety, apply the minimum level of force required and *report* in accordance with policies and procedures
- 3.5 Select strategies to address aggressive and unacceptable behaviour, that are accurate, clear and comply with procedures
- 3.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour
- 3.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures.
- 3.8 Report incidents in a manner that complies with policy, procedures and legislation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The organisation's policies, guidelines and procedures relating to responses to behaviour, safety and security, delegations, duty of care, including dealing with conflict and critical incidents
- Principles of effective communication for conflict management
- Defusing and negotiation strategies
- Specific statutory requirements related to treatment of clients with special needs and requiring special support
- Reporting procedures and practice, internal and external
- Support and referral services and specialists
- Principles of responding to human behaviour relating to violence, aggression and suicide
- Principal cultural practices and customs of the client population and their impact on behaviour in the particular environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply organisation policies and procedures related to conflict and critical incidents
- Check the accuracy of information from different sources
- Identify the causes of aggression/violence
- Use a range of conflict management strategies
- Apply communication and negotiation skills under pressure

Evidence Guide

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.

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

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. 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.

RANGE STATEMENT

The application of this unit will depend on the work roles and responsibilities and the nature and requirements of the work environment

Client may be:

- Individuals or
- Groups

Communication strategies will include examples from the following:

- Use of positive assertive language
- Non-verbal gestures / body language
- Constructive questioning/listening
- Tone of voice
- Awareness of cultural values and sensitivity
- Defusing verbal aggression
- Negotiating agreements

Behaviour will include a significant selection of examples of individual and group behaviour from the following:

- Changing behaviour patterns
- Personal friction
- Expressions of anxiety and high level concern
- Serious and chronic complaints
- Provocative/threatening behaviour
- Intent to harm self
- Intent to harm others
- Forceful refusal to cooperate
- Abusive language
- Apathy, loss of interest, withdrawal
- Rejection of family, friends, support networks
- Threatened suicide
- Irrational behaviour
- Hyperactivity/depression
- Racism
- Bullying behaviour
- Behaviour consistent with mental health conditions
- Behaviour consistent with developmental issues

RANGE STATEMENT

Referrals will include at least four examples from different support:

- Social/welfare worker
- Psychologists
- Culturally identified support workers
- Medical
- Drug and alcohol services
- Behaviour management programs
- Mental Health Teams
- Registered Nurses
- Counsellors
- Supervisor
- Religious/spiritual advisers
- Program coordinator
- Case manager
- Aboriginal, Torres Strait Islander Liaison
- Welfare organisations
- Legal advisers
- Family
- Personal and community support networks
- Emergency/incident response

Report will include work relevant selection from:

- Incident reports
- Case notes
- Special reports
- Inquiries
- Reports required by or used by courts and judicial processes

Unit Sector(s)

Not Applicable