CHCICS305B Provide behaviour support in the context of individualised plans

Release: 1

CHCICS305B Provide behaviour support in the context of individualised plans

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS305A Provide behaviour support in the context of individualised plans	CHCICS305B Provide behaviour support in the context of individualised plans	Unit updated in V4. ISC upgrade changes to remove refere OHS legislation and replace with refer WHS legislation. Changes to terminology 'challenging/c behaviour' to 'behaviours of concern' to competency outcome.

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to support and engage people to use positive and adaptive responses in their daily routines

Application of the Unit

Application	The knowledge and skills of this unit of competency are applied within the context of a behaviour support plan or individualised support plan

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	PERFORMANCE CRITERIA
1. Follow daily lifestyle *routines*	1.1 Support people to maintain their routines in accordance with organisation policies and procedures
	1.2 Locate and follow *staff routines* according to organisation policies and procedures
	1.3 Provide a *safe and predictable environment* for people
	1.4 Identify opportunities for skill development and/or maintenance within daily routines
	1.5 Identify and act upon opportunities to engage people in daily activity
	1.6 Identify opportunities for enjoyable experiences within daily routines
	1.7 Identify and report changes in person's needs according to *organisation policies and procedures*
	1.8 Make time requests of person appropriately and within person's capabilities
	1.9 Consider person's individual needs, strengths and preferences when engaging in daily routines and activities
	1.10 Identify problems with engaging clients and seek appropriate assistance
	1.11 Provide an environment conducive to positive and adaptive responses
	1.12 Use reinforcement appropriate to the individual

ELEMENT	PERFORMANCE CRITERIA
2. Contribute to the development of a behaviour support plan	2.1 Observe and record the type, frequency and triggers of *behaviour likely to put the person and/or others at risk of harm* 2.2 Observe and record environmental context of behaviour likely to put the person and/or others at risk of harm 2.3 Observe and record person's emotional well being in the context of behaviour likely to put the person and/or others at risk of harm 2.4 Observe and record person's health status in the context of behaviour likely to put the person and/or others at risk of harm 2.5 Observe and record person's medication in the context of behaviour likely to put the person and/or others at risk of harm 2.6 Participate in the development of an individual response plan by providing accurate records of observations
3. Provide support to the person to use positive and adaptive responses	3.1 Follow *strategies* identified in the individual response plan 3.2 Communicate with positive interactions 3.3 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses 3.4 Monitor strategies to determine reduction of risk of harm to the person and others 3.5 Monitor strategies to determine level of intrusion on person's dignity and self-esteem
4. Complete documentation	4.1 Comply with the organisation's *reporting requirements* 4.2 Complete documentation according to organisation policy and protocols 4.3 Maintain documentation in a manner consistent with reporting requirements 4.4 File documentation organisation policy and protocols

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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 and understanding of:

- Principles and practices which focus on the individual person
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Organisation policies and procedures relating to behaviour management (including restrictions on the use of aversive procedures), work safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Basic knowledge of the causes of, influences on and functions of behaviour
- Evidence-based behavioural intervention
- Strengths-based support
- Principles of effective communication

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures relating to behaviour management, work safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Identify strategies to remove or avoid the situations leading to aggression or violence, disinhibition, or other behaviours of concern
- Identify strategies to promote appropriate behaviour and engage client in activities (addresses lack of motivation or initiation, withdrawal, non compliance)
- Observe a person's behaviour in an objective, non-judgemental manner
- Collect behavioural information and data relevant to a response plan
- Observe circumstances that have an adverse impact on people

In addition, the candidate must be able 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 the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of knowledge and skills in:
  - crisis management (basic)
  - reporting procedures for incidents and accidents
  - referral procedures for specialist services
  - use of basic self protective strategies (e.g. passive self defence)
  - strategies that avoid behaviour escalation (basic)

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 • Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency • A diversity of assessment tasks is essential for holistic assessment

EVIDENCE GUIDE

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
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
	• Resource requirements include access to all relevant resources commonly provided in the service setting, including:
	• relevant organisation policy and procedure manuals, legislation and standards
	• organisation mission statement, strategic and business plan
	• other documentation relevant to the work context such as: . individual routines . staff routines . neuropsychological reports . behaviour support plans . data collection techniques . specific communication tools . skills development plans . accident and incident forms . referral forms . lifestyle review package
Method of assessment:	• Observation of work performance
	• Written tasks
	• Interview and questioning
	• Authenticated portfolio/log book

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EVIDENCE GUIDE

- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

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.

Client may be:	- Individual or groups
Routines may include:	- Written plans that describe an individual's daily activities and strategies for engaging them in their daily activities.
Staff routines may include:	- Written plans that guide the activities of the staff for the individual/s they are providing support to - They include skills development activities and behaviour support plans
Safe and predictable environment includes:	- Consistent application of routines and procedures
Organisation policies and procedures may include:	- Behaviour management guidelines, work safety and health policies and procedures, emergency procedures

RANGE STATEMENT

Behaviour likely to put the person and/or others at risk of harm may include those that:

- Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property)
- Last for an excessively long time (e.g. either in a single incident or in multiple incidents over time, continued screaming, persistent scratching causing skin irritation)
- Isolate the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition, perseveration
- Interferes with the person's learning and developing new skills
- Reduces their quality of life (e.g. lack of motivation, depression)
- Are disruptive or are outside the rules of community living (e.g. yelling or singing loudly in a supported residential service, going into other people's rooms, making constant demands or repeatedly asking questions)
- Limits or delays access to the use of ordinary community facilities (e.g. inability to attend day centre due to poor personal hygiene)
- That make others feel uncomfortable or distresses the person themselves (e.g. sexually inappropriate behaviour such as groping breasts or masturbating in public)

Strategies to assist in managing behaviour may include:

- Lifestyle enhancement
- Skills development
- Structure and routine
- Teaching functional communication
- Reinforcement schedules
- Increasing engagement
- Teaching relaxation
- Active listening and observation
- Using effective communication
- Compensatory strategies (memory aids such as whiteboard, diary)
- Proximity management
- Interrupt and redirect
- Instructional education/facilitation
- Stimulus change (changing environment)
- Antecedent management

RANGE STATEMENT

- Consequences (highlight potential difficulties in applying consequences in an attempt to change behaviour for people with ABI who have memory impairment and executive system dysfunction)
- Time out strategies
- Emergency containment strategies
- Behaviour support plans
- Time out strategies
- Team work and consistency
- Positive solution focused approaches
- Seeking expert assistance

Unit Sector(s)

Not Applicable

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