



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCICS404A Plan and provide advanced behaviour support**

**Release: 1**

## **CHCICS404A Plan and provide advanced behaviour support**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to understand the influence and purpose of behaviour, assess problem behaviour, develop multi-element support plans and response plans and utilise appropriate strategies to reduce inappropriate behaviour

### **Application of the Unit**

#### **Application**

The knowledge and skills of this unit of competency are used by workers to develop and implement plans and strategies to reduce inappropriate behaviours and increase positive adaptive behaviour responses

### **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. Demonstrate understanding of the influence and purpose of behaviour

### PERFORMANCE CRITERIA

- 1.1 Apply understanding of what influences an individual's behaviour
- 1.2 Demonstrate awareness of the purpose of an individual's behaviour
- 1.3 Identify the communicative function of the behaviour
- 1.4 Identify *pro-active strategies* to support behavioural change
- 1.5 Develop *pro-active strategies* to support behavioural change and/or to manage challenging behaviours
- 1.6 Consult with appropriate team members regarding the development of behaviour support plans
- 1.7 Identify setting events and take appropriate action to adapt/redirect

**ELEMENT****PERFORMANCE CRITERIA**

## 2. Assess problem behaviour

- 2.1 Identify specific behavioural stimuli/function for data collection
- 2.2 Select most appropriate method of data collection for recording behaviour
- 2.3 Collect and summarise data related to individual behaviour
- 2.4 Observe and record type, frequency and triggers of behaviour likely to put the person and/or others at risk of harm
- 2.5 Observe and record environmental context of behaviour likely to put the person and/or others at risk of harm
- 2.6 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
- 2.7 Observe and record person's health status in the context of behaviour likely to put the person and/or others at risk of harm
- 2.8 Observe and record person's medication in the context of behaviour likely to put the person and/or others at risk of harm
- 2.9 Appropriately facilitate the involvement of others in the assessment process
- 2.10 Facilitate the process of functional and/or cognitive assessment for individuals

**ELEMENT****PERFORMANCE CRITERIA**

3. Develop multi-element support plans to meet individual needs

- 3.1 Analyse data and observations
- 3.2 Appropriately identify proactive support strategies
- 3.3 Ensure support plans reflect respect, dignity, rights and personal choices and preferences and goals of the individual
- 3.4 Where required, ensure plans address impaired social judgement and decision-making capacity and use a directive approach to setting limits/boundaries
- 3.5 Effectively consult with team and stakeholders
- 3.6 Develop formalised support plan
- 3.7 Implement, monitor and record support plan
- 3.8 Review support plans and modify as required in consultation with appropriate staff

4. Develop an individual response plan

- 4.1 Use data and other information to develop an individual response plan
- 4.2 Identify *active* strategies as a part of the response plan
- 4.3 Identify the least intrusive effective active strategy e.g. redirect the person wherever possible
- 4.4 Identify *reactive strategies* according to *duty of care, ethical and legal requirements*
- 4.5 Identify reactive strategies that maintain the dignity of the person
- 4.6 Identify crisis response plans according to duty of care, ethical and legal requirements
- 4.7 Include in the plan appropriate support for the person after the episode
- 4.8 Follow *organisation policies and procedures* related to behaviour support

**ELEMENT****PERFORMANCE CRITERIA**

## 5. Monitor effectiveness of response plan

5.1 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses

5.2 Monitor strategies to determine reduction of risk of harm to the person and others

5.3 Monitor strategies to determine level of intrusion on person's dignity and self-esteem

## 6. Complete documentation

6.1 Comply with the organisation's *reporting requirements*

6.2 Complete documentation according to organisation policy and protocols

6.3 Maintain documentation in a manner consistent with reporting requirements

6.4 File documentation organisation policy and protocols

## 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), occupational health and safety, critical incidents, accident and incident reporting, dignity of risk and duty of care and use of least restrictive alternative
- Evidence-based behavioural intervention
- Strengths-based support
- Principles of effective communication
- Purpose and function of behaviour and what influences behaviour
- Duty of care consideration
- Ethical considerations when dealing with other people's behaviour
- Legal considerations, especially in regard to constraint, imprisonment and abuse
- Principles of behaviour response plans
- Reporting procedures for incidents and accidents
- Referral procedures for specialist services
- Individual rights and equality

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply knowledge and application of organisation policies and procedures relating to behaviour management, occupational safety and health, critical incidents, accident and

## REQUIRED SKILLS AND KNOWLEDGE

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 inappropriate behaviour
- 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
- Observe circumstances that have an adverse impact on people
- Demonstrate mastery of techniques such as data collection, generating hypothesis and functional assessment
- Apply advanced crisis management strategies
- Develop an individual response plan
- Develop a crisis response plan
- Monitor the effectiveness of a response plan
- Demonstrate well developed problem solving skills
- Demonstrate application of knowledge and skills in:
  - reinforcement strategies including, sampling, menus, individualisation of schedules and differential reinforcement schedules
  - use of advanced self protective strategies (e.g. passive self defence)
  - strategies that avoid behaviour escalation (advanced)
  - advanced proactive strategies based on functional and cognitive assessment

## 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



## EVIDENCE GUIDE

holistic assessment

- 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 disability 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
      - . functional assessment tools

## EVIDENCE GUIDE

*Method of assessment:*

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- 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

*Pro-active strategies may include:*

- Ecological manipulations - making changes in the persons environment that will reduce the likelihood of the problem behaviour occurring
- Positive programming - long term instructional programs designed to give the person greater skills and competencies
- Focused support strategies - these include differential reinforcement strategies, stimulus control and instructional control

## RANGE STATEMENT

*Organisation policies and procedures may include:*

- Behaviour management guidelines
- Occupational safety and health policies and procedures
- Emergency procedures

*Inappropriate behaviours may include those that:*

- Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property)
- Lasts for a long time (e.g. either in a single incident or in multiple incidents over time)
- Isolates the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition / perseveration / depression
- Interferes with the person's learning and developing new skills
- Reduces quality / enjoyment of life

*Strategies to assist in reducing and managing challenging behaviour may include:*

- Functional assessment
- Data collection
- Generating a hypothesis
- Multi-element support plans:
  - proactive
  - ecological manipulations  
e.g. making changes to the person's environment, changing the teaching method, reviewing and changing the learning goals
  - positive programming  
e.g. teaching general skills, teaching coping skills, teaching functionally equivalent skills
  - focused support  
e.g. differential reinforcement schedules
- Reactive strategies e.g. antecedent management, interrupt and redirect, geographical containment, emergency physical containment and individualised emergency management plans
- Seeking expert assistance

## **Unit Sector(s)**

Not Applicable