



Australian Government

CHCCCS044 Follow established person-centred behaviour supports

Release: 1

CHCCCS044 Follow established person-centred behaviour supports

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to implement behaviour support strategies outlined in an individualised behaviour support plan for a person receiving care or support.

This unit applies to workers in varied care and support services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Client Care and Support

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Apply a person-centred approach to providing behaviour support.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Support the person receiving care or support to maintain their activities of daily living in accordance with organisational policies and procedures, legal and ethical considerations and the individualised behaviour support plan.
- 1.2. Consider the person's individual needs, strengths, capabilities and preferences when engaging in activities of daily living and routines.
- 1.3. Identify challenges with engaging or motivating the person and seek assistance from others.

- 1.4. Provide a safe environment for the person conducive to positive and adaptive responses.
2. Review context of behaviours of concern.
 - 2.1. Recognise behaviours of concern outlined in the individualised behaviour support plan.
 - 2.2. Establish what happened before, during and after the behaviour of concern.
 - 2.3. Recognise the type, frequency and triggers of the behaviour.
 - 2.4. Recognise environmental factors and their influence on the behaviour.
 - 2.5. Recognise aspects of the person's emotional well-being and their influence on the behaviour.
 - 2.6. Recognise aspects of the person's health status and potential unmet needs that may influence their behaviour.
 - 2.7. Recognise impacts of the person's medication on the behaviour.
 - 2.8. Recognise personal and social circumstances of the person and their influence on the behaviour.
 - 2.9. Record all observations promptly, accurately and objectively in consultation with supervisor, using terms that can be clearly understood.
3. Provide positive behaviour support according to individualised behaviour support plan.
 - 3.1. Consult with the person to establish interventions when addressing behaviours of concern, including the use of restrictive practices when the behaviour presents a safety risk to the person or others.
 - 3.2. Interpret and follow behavioural support strategies in collaboration with the person.
 - 3.3. Ensure that all interventions are in line with the plan and organisation policies and procedures.
 - 3.4. Follow organisational policies and procedures to ensure safety of the person, self and other people.
 - 3.5. Respond to critical incidents in accordance with organisational policies and procedures for intervention and notification.
 - 3.6. Monitor strategies to determine effectiveness in consultation with supervisor.
 - 3.7. Recognise and report changes in the person's needs and behaviours in consultation with the person and supervisor.
 - 3.8. Follow organisational policies and procedures for referral in consultation with supervisor.
4. Complete documentation.
 - 4.1. Complete reports according to organisational policies and procedures.
 - 4.2. Complete, maintain and store documentation according to organisational policies and procedures.

4.3. Comply with the person's right to access their records.

Foundation Skills

Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.

Unit Mapping Information

Supersedes and is not equivalent to CHCDIS002 Follow established person-centred behaviour supports.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCCCS044 Follow established person-centred behaviour supports

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:

- provide positive support in accordance with an individualised behaviour support plan in response to at least three different presentations of behaviours of concern
- respond to at least one critical incident relating to a behaviour of concern in accordance with an individualised behaviour support plan and organisational policies and procedures.

Knowledge Evidence

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

- principles and practices of positive behaviour support which focuses on the individual person
- a human rights framework of service delivery
- National Disability Insurance Scheme (NDIS) Code of Conduct
- the impact of social devaluation on an individual's quality of life
- roles and responsibilities of people involved in provision of care or support:
 - support worker
 - supervisor
 - carer
 - family
 - health professionals
- positive lifestyle enhancement strategies:
 - positive reinforcement
 - motivation
 - stress management
 - engagement in meaningful activities
 - support relationships
 - nutrition
 - environmental and systems improvement
 - structural issues including discrimination
- organisational policies and procedures for:
 - work health and safety

- intervention and notification
- referral
- reporting
- completing, maintaining and storing documentation
- behaviour management, including:
 - critical incidents
 - accident and incident reporting
- 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 NDIS Quality and Safeguards Commission and the Aged Care Quality and Safety 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
- principles of effective communication and ways to implement these to work with the person to minimise behaviours of concern
- indicators that people have unmet needs which may be:
 - systemic
 - structural
 - individual
 - relational
 - cultural
- factors that may contribute to behaviours of concern:

- physical
- emotional
- environmental
- medications
- structural
- systemic
- relational
- specialist services and referral options
- legal and ethical considerations for working with people with receiving care or support:
 - codes of conduct
 - dignity of risk
 - duty of care
 - human rights, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
 - constraint
 - imprisonment
 - abuse, neglect and exploitation
 - practice standards
 - work health and safety
 - structural and systemic issues:
 - poverty
 - housing
 - lack of access to resources.

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
- organisational policies and procedures for:
 - behaviour management
 - work health and safety
 - intervention and notification
 - referral
 - reporting
 - completing, maintaining and storing documentation
- individualised behaviour support plans
- equipment and resources outlined in individualised behaviour support plans

- opportunities for engagement with people receiving care or support who present behaviours of concern or people who participate in simulations and scenarios that involve provision of care or support where there are behaviours of concern present.

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

Links

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