



Australian Government

CHCDIS006 Develop and promote positive person-centred behaviour supports

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify behaviours of concern and to develop and promote positive behaviour supports as part of an individualised behaviour support plan for a person with disability, using a person-centred approach.

This unit applies to workers in varied disability services contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

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

Elements and Performance Criteria

ELEMENT

Elements define the essential outcome

1. Identify behaviours of concern that are likely to put the person or others at risk of harm

PERFORMANCE CRITERIA

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

1.1 Define and document behaviours of concern using objective, observable and measurable terms that all people supporting the person can understand

1.2 Identify the behaviours of concern using a functional or observational behaviour assessment

1.3 Identify and assess the environmental and lifestyle context of behaviours of concern

1.4 Identify and assess the personal characteristics, physical and mental health, past experiences, skills and

ELEMENT

Elements define the essential outcome

PERFORMANCE CRITERIA

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

limitations, and interpersonal relationships that might contribute to behaviours of concern

1.5 Identify the type, frequency and triggers of behaviours of concern

1.6 Facilitate the ongoing involvement of others in the observation and recording of behaviours of concern and the assessment and planning processes

2. Develop positive behaviour support responses using a person-centred approach

2.1 Ensure that the person's preferences for including their carer and/or family and/or relevant others in the ongoing development of supports are taken into account

2.2 Demonstrate a strengths and evidence-based, best practice approach that reflects and respects the rights, personal choices, needs, abilities and goals of the person

2.3 Develop supports that are based on accurate records, observations and consultation with all who will use them, including the person, to accommodate lifestyle preferences

2.4 Develop interventions and supports that safeguard the person from increased risk of being exploited, abused, or exposed to inappropriate constraints or unlawful treatment

2.5 Identify proactive and positive supports to promote behavioural change, including changes to the environment and communication strategies

2.6 Identify the timeframes and goals of the plan, how success will be measured, and how it will be monitored and reviewed

2.7 Identify changes to work practices that may be implemented to reduce the behaviours of concern

2.8 Identify interventions for critical or adverse situations and reactive responses to reduce the risk of harm to the person or others in accordance with organisation, legal and ethical requirements

2.9 Identify the appropriate supports for the person and workers after a behaviour of concern has occurred

2.10 Identify staffing issues and how they will be

ELEMENT

Elements define the essential outcome

PERFORMANCE CRITERIA

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

addressed

2.11 Ensure the necessary consents and approvals are documented prior to implementation of the plan

3. Monitor and review the person's individual behaviour support plan

3.1 Monitor the person's individual behaviour support plan in consultation with the person and internal and external support providers and/or groups

3.2 Monitor the implementation of the plan to measure improvements to the person's quality of life and reductions in the risk of harm to the person and others

3.3 Measure and report on the number of adverse or critical events of behaviours of concern to determine the effectiveness of the behaviour support plan

3.4 Coordinate informal or formal debriefing process for relevant workers when critical incidents occur in accordance with organisation policies and procedures

3.5 Implement changes to the behaviour support plan consistent with evidence collected and in consultation with the person, support providers and other relevant professionals

3.6 Comply with the organisation's reporting and documentation requirements

3.7 Communicate individualised behaviour support plan revisions with all of the people who are providing support

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

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

Unit Mapping Information

No equivalent unit.

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 CHCDIS006 Develop and promote positive person-centred behaviour supports

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- identified behaviours of concern for at least 3 different people with disability and developed, implemented, monitored and reviewed positive behaviour support strategies in response to the behaviours of concern
- developed strategies and interventions that support the person to manage their own behaviour

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- principles of positive, person-centred, strengths-based behavioural support
- 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:
 - critical incidents
 - accident and incident reporting
 - restrictions on the use of aversive procedures
- strategies to assist in developing positive behaviour support
- evidence-based behavioural intervention

- principles of effective communication and ways to implement these to minimise behaviours of concern
- indicators that person have unmet needs
- factors that may contribute to behaviour of concern:
 - physical
 - emotional
 - environmental
 - medications
- 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
 - restrictive practice
 - imprisonment
 - abuse
 - work health and safety

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- access to tools for functional behaviour assessment
- access to individualised plans and any equipment outlined in the plan
- access to organisation policies and procedures relating to behaviour support

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/ AQTF mandatory competency requirements for assessors.

Links

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