

Open Awards Qualification Unit



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1 Unit Details

Unit Title:	Understanding Challenging Behaviour in a Learning Disability Setting
Unit Reference Number:	J/507/6774
Level:	Level 2
Credit Value:	3
Minimum GLH:	27

2 Learning Outcomes and Criteria

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the key concepts of challenging behaviour in relation to supporting an individual's programme of care	1.1 Define the term challenging behaviour.
	1.2 Describe the following procedures in relation to: a) De-escalation b) Risk assessment c) Behaviour management guideline d) Physical intervention
	1.3 Describe how current legislation relates to supporting people with challenging behaviour in a learning disability setting
	1.4 List 4 reasons why people may display challenging behaviour in relation to: a) Human factors b) Environmental factors
	1.5 Identify agreed ways of working to support individuals in positively managing any challenging behaviours
2. Understand behaviours, cues and triggers linked to challenging behaviour and aggression	2.1 Identify triggers to challenging behaviour
	2.2 Describe the type of cues that a person may present in challenging behaviour

	2.3	Explain the following elements of the behavioural arousal cycle in relation to: a) Trigger b) Escalation c) Crisis d) Recovery e) Depression
	2.4	List 3 types of positive responses that could be used in the escalation phase of the arousal cycle
3. Understand that all challenging behaviour has a meaning	3.1	Describe how a person communicates in relation to: a) Body language b) Tone c) Verbal behaviour
	3.2	Explain why it is important to understand what an individual is trying to communicate through any challenging behaviour
4. Understand the key concepts of positive behaviour support	4.1	Describe why behaviours are difficult to change
	4.2	Explain the difference between a a) Pro-active behaviour strategy b) Reactive behaviour strategy
	4.3	Explain how positive behaviour support impacts positively on an individual's ability to participate in community, social and educational activities
5. Understand risk assessment and behaviour management when working with people with challenging behaviour	5.1	Explain the key elements to risk assessment in relation to: a) Dealing with challenging behaviour b) Physical interventions c) Protecting individuals d) Supporting staff e) Protecting property
	5.2	Describe the organisational procedures for recording information regarding behavioural incidents
	5.3	Explain why processes for assessing and managing risk need reviewing when working with people with challenging behaviour
	5.4	Describe why it is important to follow a behaviour management plan
	5.5	Describe the importance of recording accurate, legible and complete records

	5.6	Give examples of when a physical intervention may be appropriate
6. Know how to create a safe working environment for those working with people with challenging behaviour	6.1	Explain ways in which the environment can be used in dealing with challenging behaviour
	6.2	Describe the organisational procedures for supporting people who are working with people with challenging behaviours