

HSC337 Provide frameworks to help individuals to manage challenging behaviour (Level 3)

Elements of Competence

- HSC337a** Support individuals to identify the reasons and causes for, and the consequences of, their behaviour
- HSC337b** Work with individuals to agree ways to manage their behaviour
- HSC337c** Support individuals to evaluate actions to manage behaviour

About this unit

For this unit you will be expected to support individuals to manage challenging behaviour.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Challenging behaviour can include: verbal abuse (racist comments, threats, bullying others); physical abuse (such as assault of others); self-destructive behaviour; behaviour which is destructive to other people; behaviour that is destructive to items within the environment; behaviour that is destructive to property; behaviour which is illegal.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Challenging behaviour	Behaviour that is considered unacceptable and abusive. In this unit challenging behaviour with help, the individual may be able to prevent, modify and control. It does not cover behaviour which is challenging but which the individual, because of illness or their condition, is unable to do anything about
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in a way they choose• access information about themselves• communicate using their preferred methods of communication and language

HSC337a Support individuals to identify the reasons and causes for, and the consequences of, their behaviour

Performance Criteria

You need to show that,

1. you work with **individuals, key people** and **others** within and outside your organisation to:
 - examine the reasons why individuals behave in particular ways
 - identify situations, events, environments, actions, people, and the behaviour of others that might cause the behaviour
2. you support and respond to individuals in a manner which values and respects them as individuals
3. you ensure that your own behaviour and actions do not lead to situations that cause the behaviour in individuals
4. you support individuals to:
 - explore and communicate their feelings about their behaviour
 - identify how they can overcome or avoid situations that may cause the behaviour
 - recognise and understand the consequences of their behaviour
 - understand the affects of their behaviour on others
 - understand why the behaviour is unacceptable to others
5. you support individuals to understand what might happen and the actions that would have to be taken, if they behave in ways that are:
 - unacceptable to your organisation's policies and procedures
 - outside the law
6. you support individuals to seek and acquire specialist support to help them understand and deal with their behaviour and the reasons for it

HSC337b Work with individuals to agree ways to manage their behaviour

Performance Criteria

You need to show that,

1. you encourage individuals to identify:
 - the benefits of behaving in ways that are acceptable and are not challenging to others
 - identify ways in which they can reduce their **challenging behaviour**
2. you provide **active support** to enable individuals to identify, plan and ensure that they carry out the plans that will help them to prevent, modify and control unacceptable behaviour
3. you work with individuals to find alternative ways to deal with and avoid situations, events, environments, actions, people and the behaviour of others that lead to the behaviour
4. you support individuals to:
 - achieve goals and boundaries for their behaviour
 - review whether the goals and boundaries are being achieved

- review whether the goals and boundaries are helpful in dealing with behaviour
5. you seek additional support for yourself, to enable you to work effectively with individuals who have challenging behaviour

HSC337c Support individuals to evaluate actions to manage behaviour

Performance Criteria

You need to show that,

1. you support individuals to examine, as calmly as possible, incidents of challenging behaviour and the events that led up to them
2. you work with individuals to communicate their thoughts and feelings at the point when they used the challenging behaviour
3. you encourage individuals to evaluate any changes in their behaviour when they use alternative ways of dealing with the situations, events, environments, actions, people and the behaviour of others
4. you support individuals to:
 - communicate which actions that have been successful in helping them to manage their behaviour and those that have been less successful
 - examine why some actions have been successful and others less successful
 - agree changes to plans and alternatives to help them to better manage their behaviour
5. you seek additional support, expertise and specialist help when the management of the individuals' behaviour is outside your scope of experience to deal with
6. you record and report on processes and outcomes:
 - within required timescales
 - within confidentiality agreements
 - according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to the protection of individuals from harm and abuse
2. how to provide **active support** and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about dealing with challenging behaviour and in setting and agreeing goals and boundaries to prevent, modify and control such behaviour
3. dilemmas between the individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in dealing with challenging behaviour
4. how to challenge stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect people's beliefs about behaviour that is "challenging"

Legislation and organisational policy and procedures

5. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when dealing with and providing frameworks for managing aggressive, abusive, unlawful and challenging behaviour
6. current local, UK and European legislation and organisational requirements, procedures and practices for:
 - data protection, including recording, reporting, storage, security and sharing of information
 - protecting individuals, key people and others from danger, harm and abuse
 - health, safety, assessing and managing risks associated with dealing with and providing frameworks for managing aggressive, abusive, unlawful and challenging behaviour
 - working with others to provide integrated services
7. practice and service standards relevant to your work setting and for working and dealing with challenging behaviour
8. how to access records and information about the behaviour of individuals
9. the purpose of, and arrangements for your supervision to support when dealing with people who have challenging behaviour

Theory and practice

10. how and where to access information and support that can inform your practice for dealing with and providing frameworks for managing aggressive, abusive, unlawful and challenging behaviour
11. government reports, inquiries and research relevant to dealing with and providing frameworks for managing aggressive, abusive, unlawful and challenging behaviour
12. theories about and key indicators of developmental and problem behaviour: emotional, physical, intellectual, social and communication
13. the ways in which challenging behaviour in the short, medium and long term can affect the well-being of individuals
14. how to work in partnership with individuals, key people and those within and outside your organisation to support individuals with challenging behaviour
15. power and how it can be used and abused when working with individuals with challenging behaviour
16. how to protect yourself, individuals, key people and others with whom you work from individuals who have challenging behaviour
17. why the individuals with whom you work may have challenging behaviour
18. situations, events, environments, factors, triggers, actions of people and people that can lead to challenging behaviour, the reasons for this and what strategies can be used to reduce this
19. the basic principles for influencing behaviour and why it is important to use positive reinforcement to actively promote positive aspects of behaviour
20. methods of defusing and dealing with situations that may lead to challenging behaviour and of the behaviour itself
21. the reasons for and the usefulness of goals, boundaries and alternatives being identified for individuals with challenging behaviour
22. the reasons why a calm and controlled manner is important when dealing with individuals with challenging behaviour