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| LEVEL 2 CERTIFICATE IN UNDERSTANDING BEHAVIOUR THAT CHALLENGES | | | | |
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| **Module B assessment** | | | | |
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| **After completing your assessment please return it to your tutor/learning provider.** | | | | |
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| **ADVICE TO ALL CANDIDATES**   * Please complete both the personal details and candidate statement boxes below. * Complete all questions in this assessment. * Type your answers in the boxes provided. * You do not need to return your completed activities for the units – just this assessment. * If you require any assistance or guidance please contact your tutor/learning provider. | | | | |
| **PERSONAL DETAILS** | | | | |
| Name |  | | | |
| Contact Address |  | | | |
| Postcode |  | | | |
| Telephone no. |  | evening |  | day |
| Email |  | home |  | work |
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| **CANDIDATE STATEMENT**  I conﬁrm that the answers in this assessment were completed by myself and are my own work.  Signature (type name)  Date | | | | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **Assessment 3.1: The importance of communication in managing behaviour** | |
| (The reference in brackets at the end of each task refers to the assessment criteria for the learning outcomes of this qualification and is for your tutor's/learning provider’s use.) | |
| **1. Identify a range of communication methods including at least two non-verbal, two**  **verbal and two methods from the ‘other’ category. (1.1)** | |
| **a) Non-verbal:**  **b) Verbal:**  **c) Other methods:** | |
| **2. Explain the importance of non-verbal communication. (1.2)** | |
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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **3. a) Describe three barriers to understanding the communication OF others**  **(for example, hearing loss). (1.3)** | |
| **i)**  **ii)**  **iii)**  **b) Give five examples of barriers that may prevent an individual’s communication**  **from being understood BY others (for example, stimming). (1.3)**  **i)**  **ii)**  **iii)**  **iv)**  **v)** | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **4. Identify ways to overcome barriers to communication for each category below. (1.4)** | |
| **a) Basic needs:**  **b) Environmental factors:**  **c) Communication methods and aids:**  **d) Creative ideas:** | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **5. Using the headings below, describe how to adapt communication so that it meets**  **the needs and preferences of each individual. (1.5)** | |
| **a) Person-centred:**  **b) Age appropriate:**  **c) Consistent:** | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **6. a) Explain the positive effects that communication can have on others. (1.6)** | |
| **b) Explain the negative effects that communication can have on others. (1.6)** | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **Assessment 3.2: How to manage behaviour that challenges** | |
| **7. a) What is ‘positive reinforcement’? (2.1)** | |
| **b) Explain the importance of positive reinforcement. (2.1)** | |
| **8. Identify five ways to avoid confrontation with someone who is emotionally**  **agitated. (2.2)** | |
| **a)**  **b)**  **c)**  **d)**  **e)** | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **9. Describe how using knowledge of an individual can help to manage behaviour that**  **challenges. (2.3)** | |
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| **10. Outline five ways to maintain the dignity of individuals when responding to**  **incidents of behaviour that challenges. (2.4)** | |
| **a)**  **b)**  **c)**  **d)**  **e)** | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **11. Describe six techniques that are used to defuse behaviour that challenges. (2.5)** | |
| **a)**  **b)**  **c)**  **d)**  **e)**  **f)** | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **12. Explain how your own actions can either defuse a situation or exacerbate it**  **(make an individual’s behaviour more challenging). (2.6)** | |
| **a) Defuse:**  **b) Exacerbate:** | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **Assessment 3.3: The role of others in supporting individuals** | |
| **13. In the table below, identify three referral services that are available to provide**  **support to individuals who exhibit behaviour that is challenging. Outline the ways**  **that each service can help. (3.1)** | |
| |  |  | | --- | --- | | **Support service** | **How the service can help** | |  |  | |  |  | |  |  | | |

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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **14. Describe your own limitations and accountabilities when supporting individuals**  **exhibiting behaviour that is perceived as challenging. For example, you might**  **want to consider the limitations placed on you in terms of the training you have**  **received, the law or the environment you work in. (3.2)** | |
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| UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND THE MANAGEMENT OF BEHAVIOUR THAT CHALLENGES | UNIT 3 |
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| **15. Describe how to record and report incidents of behaviour that is**  **challenging. (3.3)** | |
| **a) Record:**  **b) Report:** | |

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| UNDERSTAND THE ROLE OF REFLECTION AND SUPPORT FOR THOSE  INVOLVED IN INCIDENTS OF BEHAVIOUR THAT CHALLENGES | UNIT 4 |
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| **Assessment 4.1: Reflecting on behaviour that challenges** | |
| **1. Explain how reflection on an incident of behaviour that challenges can assist in**  **managing future behaviour. (1.1)** | |
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| **2. Describe how your own reactions may affect behaviour that challenges. (1.2)** | |
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| UNDERSTAND THE ROLE OF REFLECTION AND SUPPORT FOR THOSE  INVOLVED IN INCIDENTS OF BEHAVIOUR THAT CHALLENGES | UNIT 4 |
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| **3. Describe, using examples, possible consequences of your actions in response to**  **behaviour that challenges. (1.3)** | |
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| **4. Describe how to support individuals to understand their behaviour in the following**  **areas. (1.4)** | |
| **a) Events and feelings leading up to behaviour:** | |

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| UNDERSTAND THE ROLE OF REFLECTION AND SUPPORT FOR THOSE  INVOLVED IN INCIDENTS OF BEHAVIOUR THAT CHALLENGES | UNIT 4 |
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| **4. (*Continued*)** | |
| **b) The individual’s actions:**  **c) The consequences of the behaviour:** | |

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| UNDERSTAND THE ROLE OF REFLECTION AND SUPPORT FOR THOSE  INVOLVED IN INCIDENTS OF BEHAVIOUR THAT CHALLENGES | UNIT 4 |
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| **Assessment 4.2: The support available to maintain your own well-being** | |
| **5. Outline a range of formal and informal support services available to those involved**  **in episodes of behaviour that is challenging. (2.1)** | |
| **a) Formal:**  **b) Informal:** | |

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| UNDERSTAND THE ROLE OF REFLECTION AND SUPPORT FOR THOSE  INVOLVED IN INCIDENTS OF BEHAVIOUR THAT CHALLENGES | UNIT 4 |
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| **6. Describe the support systems available to maintain your own well-being. (2.2)** | |
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| **7. Explain the importance of accessing appropriate support systems. (2.3)** | |
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| **Well done!**  **You have now completed the questions for Module B. Please return your**  **assessment to your tutor/learning provider. They will provide you with feedback on the assessment. If you need any further help or guidance, please contact your tutor/learning provider.**  **Don’t forget to complete the ‘Personal details’ and ‘Candidate statement’ boxes on the front page of this assessment.** |