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| LEVEL 2 CERTIFICATE IN UNDERSTANDING BEHAVIOUR THAT CHALLENGES | | | | |
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| **Module A 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 BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **Assessment 1.1: What is ‘behaviour that challenges’?** | |
| (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. Outline what is meant by ‘behaviour that challenges’. (1.1)** | |
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| **2. Outline what is meant by ‘positive behaviour’. (1.1)** | |
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| UNDERSTAND BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **3. List three examples of the following types of behaviour that may be perceived as**  **challenging. (1.2)** | |
| |  |  |  | | --- | --- | --- | | **Verbal** | **Non-verbal** | **Physical** | | **a)** | **a)** | **a)hhh**  **kkkk** | | **b)** | **b)** | **b)** | | **c)** | **c)** | **c)** | | |
| **4. Explain the difference between conflict and behaviour that challenges. (1.3)** | |
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| UNDERSTAND BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **5. Explain the difference between aggression and assertive behaviour. (1.4)** | |
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| UNDERSTAND BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **Assessment 1.2: Why people present with behaviour that is perceived as challenging** | |
| **6. Using at least two examples, explain how behaviour can be interpreted as a form**  **of expression. (2.1)** | |
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| UNDERSTAND BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **7. Explain how behaviour may be a symptom of something else, using examples of**  **how biological, psychological and social factors can impact on behaviour. (2.2)** | |
| **a) Biological factors:**  **b) Psychological factors:**  **c) Social factors:** | |

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| UNDERSTAND BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **8. Identify three possible reasons why a person may present with behaviour that is**  **perceived as challenging. (2.3)** | |
| **a)**  **b)**  **c)** | |

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| UNDERSTAND BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **Assessment 1.3: The impact of behaviour that challenges** | |
| **9. Explain how attitudes and lack of understanding can affect individuals. (3.1)** | |
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| **10. Describe three ways in which behaviour can impact on and affect the**  **individual. (3.2)** | |
| **a)**  **b)**  **c)** | |

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| UNDERSTAND BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **11. Consider the three groups below and describe how behaviour can impact on and**  **affect each of them. (3.3)** | |
| **a) Relatives and friends:**  **b) Staff:**  **c) Other service users:** | |

UNIT 1

5. Explain the difference between aggression and assertive behaviour. (1.4)

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| UNDERSTAND BEHAVIOUR THAT CHALLENGES | UNIT 1 |
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| **12. Identify three examples of how behaviour that challenges may potentially**  **impact your own or others’ feelings and attitudes in the short term and in the**  **long term. (3.4)** | |
| **Short-term impact:**  **a)**  **b)**  **c)**  **Long-term impact:**  **a)**  **b)**  **c)** | |

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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **Assessment 2.1: How to identify when an individual’s behaviour may escalate** | |
| **1. Describe ways in which you could recognise changes in individuals that may**  **indicate an episode of challenging behaviour. (1.1)** | |
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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **2. Explain the importance of identifying patterns of behaviour and triggers to**  **challenging behaviour. (1.2)** | |
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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **3. Explain the importance of supporting individuals to recognise their limitations and**  **take avoidance actions. (1.3)** | |
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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **Assessment 2.2: Strategies to support positive behaviour** | |
| **4. Describe four strategies that could be used to support positive behaviour. (2.1)** | |
| **a)**  **b)**  **c)**  **d)** | |

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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **5. Outline the advantages of proactive strategies in supporting positive**  **behaviour. (2.2)** | |
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| **6. Describe the impact of reactive strategies in supporting positive behaviour. (2.3)** | |
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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **7. Identify three strategies to support individuals to manage their behaviour, and**  **suggest how they could be used in practice. (2.4)** | |
| **a)**  **b)**  **c)** | |

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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **8. Explain how behaviour support plans are used to support positive behaviour. (2.5)** | |
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| **9. Explain the importance of person-centred approaches to establishing support**  **strategies. (2.6)** | |
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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **10. Select three possible examples from an individual’s support network and then**  **describe how each of these can help to promote positive behaviour. (2.7)** | |
| **a)**  **b)**  **c)** | |

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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **Assessment 2.3: Protecting individuals’ rights** | |
| **11. Look at the legislation below and explain how each of these can be used to**  **protect the rights of individuals. (3.1)** | |
| **a) Equality Act 2010:**  **b) Human Rights Act 1998, and the European Convention on Human Rights:**  **c) Mental Capacity Act 2005: Deprivation of Liberty Safeguards:**  **d) Safeguarding Vulnerable Groups Act 2006:** | |

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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **12. a) What is meant by ‘agreed ways of working’? (3.2)** | |
| **b) Explain how agreed ways of working can protect an individual who presents with**  **behaviour that challenges. (3.2)** | |

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| UNDERSTAND HOW TO SUPPORT POSITIVE BEHAVIOUR | UNIT 2 |
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| **13. a) Describe how to monitor interventions. (3.3)** | |
| **b) Describe how to safeguard individuals who are the subject of interventions. (3.3)** | |

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| **Well done!**  **You have now completed the questions for Module A. 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.** |