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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.
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| **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)** |
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| **Verbal** | **Non-verbal** | **Physical** |
| **a)** | **a)** | **a)hhh****kkkk** |
| **b)** | **b)** | **b)** |
| **c)** | **c)** | **c)** |

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| **4. Explain the difference between conflict and behaviour that challenges. (1.3)** |
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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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| **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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| **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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| **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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| **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.** |