

Title	Design, implement, and evaluate a multi-element plan to support a person with challenging behaviour		
Level	5	Credits	10

Purpose	People credited with this unit standard are able to: assess challenging behaviour; prepare a functional analysis of a challenging behaviour type, including historical information on the behaviour type; design a multi-element plan to support a person with challenging behaviour; and implement and evaluate a multi-element plan for a person with challenging behaviour.
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Classification	Health, Disability, and Aged Support > Community Support Services
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Available grade	Achieved
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Guidance Information

- 1 Support should aim to maintain, improve, or restore a consumer's independence and/or interdependence; utilise the consumer's existing strengths; and, where possible, utilise the resources of the local community.
- 2 Legislation and codes relevant to this unit standard include:
Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996;
Health and Disability Services (Safety) Act 2001;
Health and Safety in Employment Act 1992;
Human Rights Act 1993;
Privacy Act 1993.
- 3 New Zealand Standards relevant to this unit standard include:
NZS 8134.0:2008 *Health and disability services Standards – Health and disability services (general) Standard*;
NZS 8134.1:2008 *Health and disability services Standards – Health and disability services (core) Standards*;
NZS 8134.2:2008 *Health and disability services Standards – Health and disability services (restraint minimisation and safe practice) Standards*.
- 4 This unit standard cannot be assessed against in a simulated environment. It is required that people seeking credit for this unit standard demonstrate competence and are assessed in the workplace: through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider.
- 5 All support is in accordance with the organisation's policies and procedures.

6 Definitions

Challenging behaviour type is any category of behaviour with a set of common defining traits or characteristics, including but not limited to aggressive, sexualised, self-injurious, destructive, and stereotypical behaviour.

Functional analysis in the context of challenging behaviour endeavours to identify the events that contribute to and maintain the challenging behaviour. It includes five parts: a clear description of the behaviour; a history of the behaviour; antecedent analysis; consequence analysis; and a summary with an analysis of meaning. This approach is detailed in Donnellan, A. M., LaVigna, G. W., Negri-Shoultz, N., & Fassbender, L. (1988). *Progress without punishment: Effective approaches for learners with behavior problems*. New York: Teachers College Press.

A *multi-element plan* in the context of challenging behaviour is a detailed and systematic programme of approaches, methodologies, strategies, and systems to support a person with challenging behaviour.

A *non-aversive approach* to supporting a person with challenging behaviour addresses the need for behavioural change without the use of any methods that may have aversive or punitive consequences. The multi-element planning model developed by the Institute for Applied Behavior Analysis is one such method.

Organisation's policies and procedures are the policies and procedures of the employing organisation of the candidate and include ethical codes, standards, and other organisational requirements.

A *recognised theoretical model* may include but is not limited to that developed by the Crisis Prevention Institute (<http://www.crisisprevention.com/>), the *LaVigna-Willis Model*, or the *Ann Donnellan Model*. Information on these models can be found in the publication *Progress without punishment*, detailed above.

- 7 It is recommended that prior to assessment against this units, candidates have achieved Unit 23388, *Provide support to a person whose behaviour presents challenges in a health or wellbeing setting*, or demonstrate equivalent knowledge and skills.

Outcomes and performance criteria

Outcome 1

Assess challenging behaviour.

Performance criteria

- 1.1 Assessment is carried out using an assessment tool approved by the employing organisation of the candidate.
- 1.2 The assessment identifies and explains factors or issues contributing to the challenging behaviour.
- Range factors or issues may include but are not limited to – biological, medical, social, environmental, psychological, quality of life; evidence is required of a minimum of two factors or issues.

Outcome 2

Prepare a functional analysis of a challenging behaviour type, including historical information on the behaviour type.

Range evidence is required of functional analysis being carried out in accordance with a recognised theoretical model.

Performance criteria

- 2.1 The analysis describes a specific challenging behaviour type, including historical information on the behaviour the person presents and how this behaviour has been addressed in the past.
- 2.2 The analysis identifies antecedent and consequential events associated with the challenging behaviour.
- 2.3 The analysis determines the function of the challenging behaviour for the person presenting the behaviour.

Outcome 3

Design a multi-element plan to support a person with challenging behaviour.

Range evidence is required of the design of a multi-element plan in accordance with a recognised theoretical model.

Performance criteria

- 3.1 The design of the multi-element plan is consistent with a non-aversive approach to supporting a person with challenging behaviour.
- 3.2 The multi-element plan identifies and analyses key motivational strategies for a person with challenging behaviour.
- 3.3 The multi-element plan identifies and analyses key reinforcing strategies.

Outcome 4

Implement and evaluate a multi-element plan for a person with challenging behaviour.

Range evidence is required of implementation and evaluation of two components of a multi-element plan in accordance with a recognised theoretical model.

Performance criteria

- 4.1 Implementation is in accordance with the motivational and reinforcing strategies of the multi-element plan.

Range evidence is required of a minimum of one motivational and one reinforcing strategy.

- 4.2 Evaluation is carried out in terms of the objectives and outcomes of the multi-element plan.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	17 December 2001	31 December 2022
Review	2	19 November 2010	31 December 2022
Review	3	27 February 2020	31 December 2022

Consent and Moderation Requirements (CMR) reference

0024

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.