Title	Contribute to implementing behaviour support plans for young people with learning support needs in an education context

Level	3	Credits	4

Purpose	This unit standard is for those who are working, or intend to work, in home, community or education settings with young people who have learning support needs. People credited with this unit standard are able to: demonstrate knowledge of challenging behaviour, and strategies to support behaviour change of a young person with learning support needs in an education setting or organisation. They are also able to contribute to and evaluate their own role in the implementation of a behaviour support plan for a young person with challenging behaviour and learning support needs in an education setting or organisation.

Classification	Inclusive Education > Inclusive Education Intervention and Support

Available grade	Achieved

Guidance Information

1   This unit standard may contribute to the New Zealand Certificate in Education Support and Care (Level 3) [Ref: 2962].

2   This unit standard should be interpreted in accordance with any relevant Ministry of Education inclusive education guidance, which can be accessed via the Ministry of Education's Learning Support webpage – http://www.education.govt.nz/quick-links/learning-support/.

3   References
     Guides related to specific student needs are accessible via the Inclusive Education website: https://www.inclusive.tki.org.nz/guides. These include:
     • Illustrations of effective teacher aide practice:
        https://www.inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/#identify-areas-to-build-teacher-aide-understanding-and-confidence
     • Everyone's In teacher planning tool section on adaptations and differentiations:
        https://everyones-in.tki.org.nz/adaptation-and-differentiation
     • Teacher aide effective practice videos:
        o *Ways to support peer interaction* – https://vimeo.com/159138431
        o *Support staff: roving, scanning, supporting attention, asking open questions* – https://vimeo.com/159137924.

Ministry of Education. 2017. *Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint,* available at: https://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical-pdf.
Ministry of Social Development. *New Zealand Disability Strategy.* The latest version of this publication can be accessed via the Office for Disability Issues' website http://www.odi.govt.nz.
Resources for teachers and teacher aides working together are available at http://teachersandteachersaides.tki.org.nz.

4   Legislation and conventions relevant to this unit standard includes:
   • Children's Act 2014
   • Education Act 1989
   • Health and Safety at Work Act 2015
   • Health and Disability Commissioner Act 1994
   • Human Rights Act 1993
   • Oranga Tamariki Act 1989
   • Privacy Act 1993
   • United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) 2006
   • United Nations Convention on the Rights of the Child (UNCRC) 1989
   • Treaty of Waitangi Act 1975.

5   Candidates for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the learning support sector.

6   Showing evidence of practical experience or suitability for employment requires the candidate to meet the requirements of a safety check consistent with the requirements of the Children's Act 2014. For more information on the Children's Act 2014 safety checking see https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/safety-checking.

7   Evidence of work practice or practical experience must be demonstrated in accordance with organisational requirements. This includes working in a manner appropriate to different cultural groups, including Māori as tangata whenua. Some schools use the Positive Behaviour for Learning (PB4L) Schoolwide framework, which will influence the organisational requirements. Information about this is available from http://pb4l.tki.org.nz.

8   Definitions
     Behaviour support plan refers to a supplied plan developed by those who work in a teaching, therapy or advisory role in consultation with the young person, their whānau/family and other caregivers.
     Challenging behaviours are context dependent and may relate to physical, learning, behavioural, and intellectual behaviours.
     Education setting or organisation refers to where a young person is learning.
     Environmental factors may be internal or external to the education setting or organisation. These may also be called ecological.

Organisational requirements refer to an education setting or organisation's policies practices or procedures.

Specialist may include but is not limited to Special Education Needs Coordinator (SENCO), physiotherapist, occupational therapist, speech language therapist, Resource Teacher: Learning and Behaviour (RTLB), psychologist, interpreter.

Whanau/family is defined as parents, guardians and members of the extended family who have an interest in the young person.

Young people or *person* refers to children and adolescents with learning support needs.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of challenging behaviour relevant to young people with learning support needs in an education setting or organisation.

Performance criteria

1.1 Possible challenging behaviours and their impact on learning are identified and described.

Range   at least three possible challenging behaviours.

1.2 Influences on challenging behaviours are identified and described.

Range   influences may include – environmental and/or developmental factors;
at least one influence for each identified challenging behaviour.

1.3 Triggers for challenging behaviours are identified and described.

Range   at least two triggers.

Outcome 2

Demonstrate knowledge of strategies to support behaviour change of a young person with learning support needs in an education setting or organisation.

Performance criteria

2.1 Strategies to decrease challenging behaviour are identified and described in accordance with organisational requirements.

Range   at least two strategies.

2.2 Strategies to promote positive behaviours are identified and described in accordance with organisational requirements.

Range   at least two strategies.

Outcome 3

Contribute to and evaluate own role in the implementation of a behaviour support plan for a young person with challenging behaviour and learning support needs in an education setting or organisation.

Performance criteria

3.1   Strategies from the behaviour support plan are implemented with guidance from supervising teacher or specialist.

Range   at least two strategies.

3.2   Own role in the implementation of the support plan is described and evaluated and areas are identified for improvement in own behaviour support practice.

Planned review date	31 December 2023

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	24 October 2019	N/A

Consent and Moderation Requirements (CMR) reference	0100

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

Comments on this unit standard

Please contact the SSB NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.