

Title	Assist with behaviour change for young people with challenging behaviour in education settings		
Level	5	Credits	10

Purpose	People credited with this unit standard are able to: describe the development of social and cooperative behaviour in a young person; describe ways of establishing an inclusive learning environment that will assist with behavioural change; demonstrate knowledge of challenging behaviour; describe strategies to assist with behaviour change; assist with the implementation of a behaviour change programme for a young person with challenging behaviours; and evaluate the strategies used.
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Classification	Special Education > Behaviour Assessment and Intervention in Special Education
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Available grade	Achieved
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Guidance Information

- 1 This unit standard is interpreted in accordance with current Ministry of Education, *Special Education Policy Guidelines*, which can be accessed via the Ministry of Education’s website: <http://www.education.govt.nz>.
- 2 References
Resources for teachers and teacher aides working together are available at <http://teachersandteachersaides.tki.org.nz/>.
- 3 Definitions
Assisting with implementation of a programme is a process that involves carrying out a planned programme and reviewing the success of that programme under supervision.
A planned programme refers to a programme developed by an educator in a teaching, therapy or advisory role in consultation with the young person, their family/whānau and other caregivers. A planned programme is one where objectives and goals have been identified after an appropriate assessment, implemented with on-going monitoring and evaluated once the goals and objectives have been met.
Young people refers to young children, children, and adolescents.
An inclusive learning environment is a safe, supportive learning environment in which every child is valued as an individual and supported to be fully involved in all aspects of the curriculum.
Prenatal refers to the gestation period.
Biological refers to genetic influences.
Stakeholders includes but is not limited to – colleagues, parents.

- 4 This unit standard is intended for those who work in an assisting role with young people in education settings. This includes working in a manner appropriate to different cultural groups.

Outcomes and performance criteria

Outcome 1

Describe the development of social and cooperative behaviour in a young person.

Performance criteria

- 1.1 Normal development and sequences of learning are identified in relation to social and cooperative behaviour.
- 1.2 Examples of possible biological and prenatal influences on a young person's behaviour are described.
- Range two biological and two prenatal influences.
- 1.3 Ways in which a young person learns social and cooperative behaviour are described.
- Range ways may include but are not limited to – learning through imitation, association, consequences, prompting, instructions; evidence of three ways is required.

Outcome 2

Describe ways of establishing an inclusive learning environment that will assist with behaviour change.

Performance criteria

- 2.1 Ways to set up an inclusive learning environment are described in relation to physical layout, session planning and implementation.
- Range evidence of two ways is required.
- 2.2 Methods for communicating instructions and/or rules to ensure that a young person knows what to do in terms of behaviour and tasks are described.
- Range evidence of two methods is required.

Outcome 3

Demonstrate knowledge of challenging behaviour.

Range evidence of two different challenging behaviours is required.

Performance criteria

3.1 Challenging behaviours are identified and described.

Range description includes antecedents, consequences and possible functions for a young person.

3.2 Personal factors are considered in terms of possible effects on challenging behaviours.

Range factors may include but are not limited to past and current – learning differences/difficulties, illness, health, effects of medication, allergies, effects of nutrition; evidence of three past and three current factors is required.

3.3 Contributing external factors are described in terms of possible effects on challenging behaviours.

Range contributing factors include environment, culture, and life experiences; evidence of one factor for each of the home, school and community is required.

3.4 Methods for observing and recording a young person’s challenging behaviour are described and implemented.

Range evidence of two methods for observation and two methods for recording are required.

Outcome 4

Describe strategies to assist with behaviour change.

Performance criteria

4.1 Strategies to modify the behaviours are identified and described.

Range includes strategies that increase desired behaviours and decrease challenging behaviours; evidence of one strategy is required for each of: increasing desired behaviour and decreasing challenging behaviour.

Outcome 5

Assist with the implementation of a behaviour change programme for a young person with challenging behaviours.

Performance criteria

5.1 The implementation of three strategies, in accordance with a planned programme and supervised by the person responsible for the programme, is described.

5.2 Behaviour is monitored as specified in the planned programme.

Outcome 6

Evaluate the strategies used.

Performance criteria

6.1 Stakeholder feedback is sought and analysed to evaluate the effectiveness of the strategies used.

6.2 Any changes required are identified and incorporated into an ongoing programme of behaviour change.

6.3 Options for seeking assistance are identified and described in terms of future support to meet the ongoing programme of behaviour change.

Range assistance may include but is not limited to - teacher, resource teacher learning and behaviour (RTLB), psychologist, early intervention teacher, special education advisor, special education needs coordinator (SENCO), other professionals; evidence of two is required.

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	24 June 1996	31 December 2010
Revision	2	16 January 2001	31 December 2010
Review	3	25 July 2006	31 December 2012
Review	4	22 October 2010	31 December 2021
Rollover and Revision	5	20 August 2015	31 December 2021
Review	6	24 October 2019	31 December 2021

Consent and Moderation Requirements (CMR) reference	0100
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.