

<b>UNIT CODE</b>	<b>CHCDIS012</b>
<b>UNIT TITLE</b>	<b>Follow established person-centred behaviour supports</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to implement behaviour support strategies outlined in an individualised behaviour support plan for a person with disability.</p> <p>This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Nil
<b>UNIT SECTOR</b>	Disability Support

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Apply a person-centred approach to providing behaviour support.	<p>1.1 Support the person with disability to maintain their activities of daily living in accordance with organisation policies and procedures and the individualised behaviour support plan.</p> <p>1.2 Consider the person's individual needs, strengths, capabilities and preferences when engaging in activities of daily living and routines.</p> <p>1.3 Identify challenges with engaging or motivating the person and seek assistance from others.</p> <p>1.4 Provide a safe environment for the person conducive to positive and adaptive responses.</p>

2. Review context of behaviours of concern.	<p>2.1 Recognise behaviours of concern outlined in the individualised behaviour support plan.</p> <p>2.2 Establish what happened before, during and after the behaviour of concern.</p> <p>2.3 Identify the type, frequency and triggers of the behaviour.</p> <p>2.4 Identify environmental factors and their influence on the behaviour.</p> <p>2.5 Identify aspects of the person's emotional well-being and their influence on the behaviour.</p> <p>2.6 Identify aspects of the person's health status and their influence on the behaviour.</p> <p>2.7 Identify impacts of the person's medication on the behaviour.</p> <p>2.8 Identify personal and social circumstances of the person and their influence on the behaviour.</p> <p>2.9 Record all observations promptly, accurately and objectively in consultation with supervisor, using terms that can be clearly understood.</p>
3. Provide positive behaviour support according to individualised behaviour support plan.	<p>3.1 Consult with the person to establish interventions when addressing behaviours of concern, including the use of restrictive practices when the behaviour presents a safety risk to the person or others.</p> <p>3.2 Interpret and follow behavioural support strategies in collaboration with the person with disability.</p> <p>3.3 Ensure that all interventions are in line with the plan and organisation policies and procedures.</p> <p>3.4 Follow organisational policies and procedures to ensure safety of the person, self and other people.</p> <p>3.5 Respond to critical incidents in accordance with organisational policies and procedures for intervention and notification.</p> <p>3.6 Monitor strategies to determine effectiveness in consultation with supervisor.</p> <p>3.7 Identify and report changes in person's needs and behaviours in consultation with person and supervisor.</p> <p>3.8 Follow organisational policies and procedures for referral in consultation with supervisor.</p>
4. Complete documentation.	<p>4.1 Complete reports according to organisational policies and procedures.</p> <p>4.2 Complete, maintain and store documentation according to organisational policies and procedures.</p> <p>4.3 Comply with the person's right to access their records.</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.</i>	
<b>UNIT MAPPING INFORMATION</b>	CHCDIS002 Follow established person-centred behaviour supports.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for CHCDIS012 Follow established person-centred behaviour supports</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ provided positive support in accordance with individualised behaviour support plan in response to at least three different presentations of behaviours of concern</li> <li>■ responded to at least one critical incident relating to a behaviour of concern in accordance with individualised behaviour support plan and organisational policies and procedures.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ principles and practices of positive behaviour support which focuses on the individual person</li> <li>■ a human rights framework of service delivery</li> <li>■ NDIS Code of Conduct</li> <li>■ the impact of social devaluation on an individual's quality of life</li> <li>■ roles and responsibilities of people involved in provision of disability support: <ul style="list-style-type: none"> <li>○ support worker</li> <li>○ supervisor</li> <li>○ carer</li> <li>○ family</li> <li>○ health professionals</li> </ul> </li> <li>■ positive lifestyle enhancement strategies, including: <ul style="list-style-type: none"> <li>○ positive reinforcement</li> <li>○ motivation</li> <li>○ stress management</li> <li>○ engagement in meaningful activities</li> <li>○ support relationships</li> <li>○ nutrition</li> <li>○ environmental and systems improvement</li> <li>○ structural issues including discrimination</li> </ul> </li> <li>■ organisational policies and procedures for: <ul style="list-style-type: none"> <li>○ work health and safety</li> <li>○ intervention and notification</li> <li>○ referral</li> <li>○ reporting</li> <li>○ completing, maintaining and storing documentation</li> <li>○ behaviour management, including: <ul style="list-style-type: none"> <li>● critical incidents</li> <li>● accident and incident reporting</li> </ul> </li> </ul> </li> <li>■ restrictive practice: <ul style="list-style-type: none"> <li>○ types of regulated restrictive practices: <ul style="list-style-type: none"> <li>● seclusion</li> <li>● chemical restraint</li> <li>● mechanical restraint</li> <li>● physical restraint</li> <li>● environmental restraint</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>◦ unregulated restrictive practices</li> <li>◦ human rights considerations for use of restrictive practices</li> <li>◦ principles of the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector</li> <li>◦ role of the NDIS Quality and Safeguards Commission in regulating use of restrictive practices</li> <li>◦ when it is acceptable to use restrictive practices</li> <li>◦ role of behaviour support practitioner in developing behaviour support plan that includes restrictive practices</li> <li>◦ consequences of unauthorised use of restrictive practices</li> <li>◦ positive proactive approaches to support that eliminate the need to use restrictive practices</li> <li>◦ physical, psychological and emotional risks related to the use of restrictive practices</li> <li>◦ processes for reporting changes in behaviour that may require review of the restrictive practices in the behaviour support plan</li> <li>◦ documentation of use of restrictive practices: <ul style="list-style-type: none"> <li>● organisational policies and procedures</li> <li>● regulatory and legislative requirements for documentation</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>■ principles of effective communication and ways to implement these to work with the person to minimise behaviours of concern</li> <li>■ indicators that people have unmet needs that may be: <ul style="list-style-type: none"> <li>◦ systemic</li> <li>◦ structural</li> <li>◦ individual</li> <li>◦ relational</li> <li>◦ cultural</li> </ul> </li> <li>■ factors that may contribute to behaviours of concern, including: <ul style="list-style-type: none"> <li>◦ physical</li> <li>◦ emotional</li> <li>◦ environmental</li> <li>◦ medications</li> <li>◦ structural</li> <li>◦ systemic</li> <li>◦ relational</li> </ul> </li> <li>■ specialist services and referral options</li> <li>■ legal and ethical considerations for working with people with disability: <ul style="list-style-type: none"> <li>◦ codes of conduct</li> <li>◦ dignity of risk</li> <li>◦ duty of care</li> <li>◦ human rights, including the United Nations convention on the rights of persons with disabilities (UNCPRD)</li> <li>◦ constraint</li> <li>◦ imprisonment</li> <li>◦ abuse, neglect and exploitation</li> <li>◦ practice standards</li> <li>◦ work health and safety</li> <li>◦ structural and systemic issues including: <ul style="list-style-type: none"> <li>● poverty</li> <li>● housing</li> <li>● lack of access to resources.</li> </ul> </li> </ul> </li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>■ facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies</li><li>■ organisational policies and procedures for:<ul style="list-style-type: none"><li>○ behaviour management</li><li>○ work health and safety</li><li>○ intervention and notification</li><li>○ referral</li><li>○ reporting</li><li>○ completing, maintaining and storing documentation</li></ul></li><li>■ individual behaviour support plans</li><li>■ equipment and resources outlined in behaviour support plans</li><li>■ opportunities for engagement with people with disability who present behaviours of concern or people who participate in simulations and scenarios that involve provision of disability support where there are behaviours of concern present.</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide