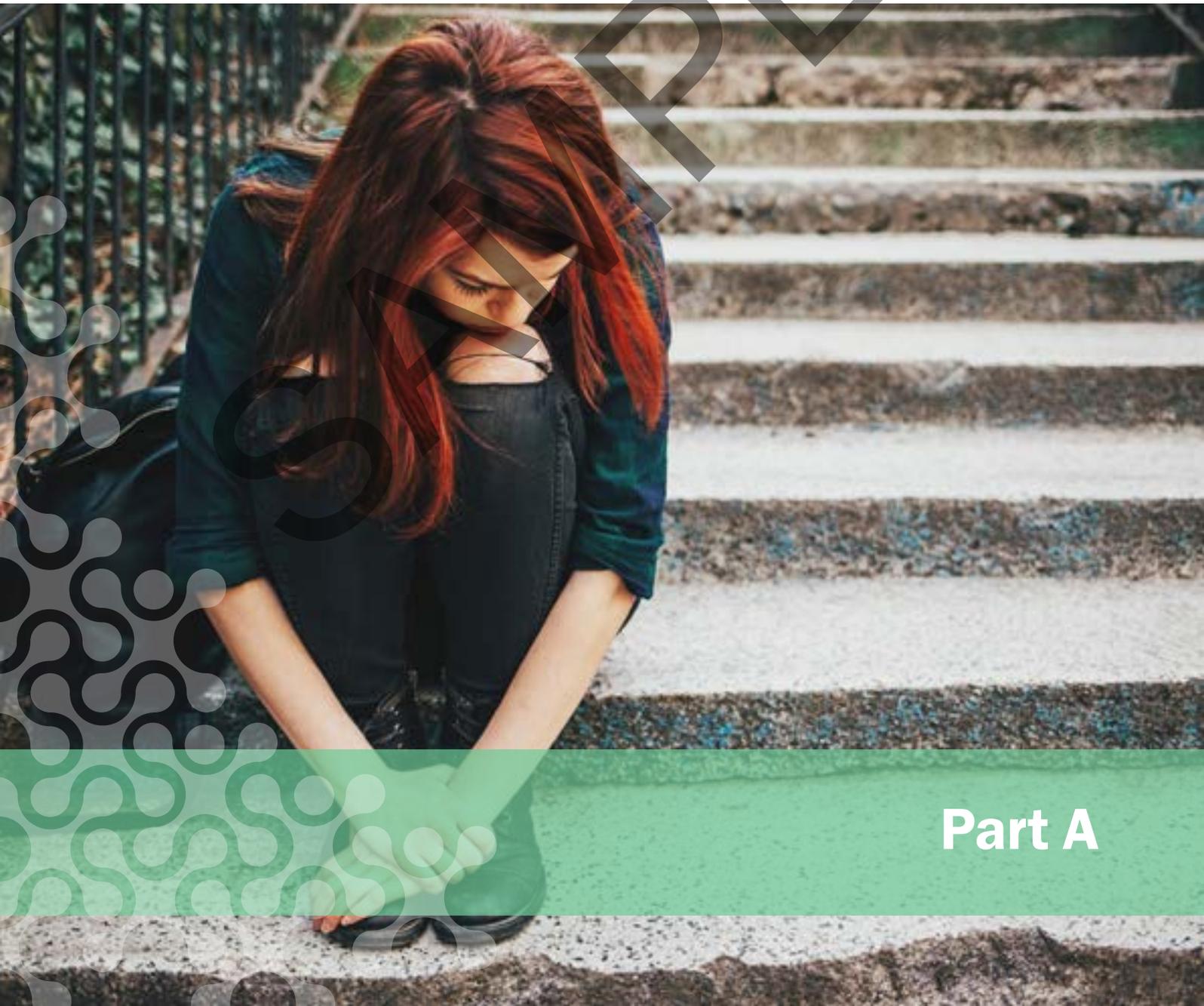




the **skills** network

CACHE Level 2 Certificate in Understanding Behaviour that Challenges



Part A



European Union
European
Social Fund

Disclaimer statement:

CACHE is a trading name of NCFE (registered company 02896700) and CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE. CACHE has exercised reasonable care and skill in endorsing this resource, and makes no representation, express or implied, with regard to the continued accuracy of the information contained in this resource. CACHE does not accept any responsibility or liability for any errors or omissions from the resource or the consequences thereof.

Endorsement statement:

CACHE is the trading name of NCFE (registered company 02896700) and CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE. This learning resource is endorsed by CACHE against the associated NCFE CACHE qualification/unit(s); this means that CACHE has reviewed the resource and agreed it meets the endorsement criteria.

Disclaimer:

This resource uses real life case studies where specifically stated and referenced. All other references to individuals, groups and companies contained within these resources are fictitious.

Certificate in Understanding Behaviour that Challenges

Welcome to this Level 2 Certificate in Understanding Behaviour that Challenges.

We hope you find all of the information contained in this resource pack interesting and informative. This learning resource and the assessment questions have been approved by CACHE as a great way to meet the learning outcomes for this qualification. (A complete list of the learning outcomes can be found at the back of this workbook.)

This course is made up of **two** parts (A and B). This is **Part A**, which contains **two** units:

Unit 1: Understand behaviour that challenges

Unit 2: Understand how to support positive behaviour



As you start to read through each page, you will be able to make notes and comments on things you have learnt or may want to revisit at a later stage. At the end of each section, you will be asked to answer the relevant assessment questions.

Once you have answered the questions, go to the next section and continue studying until all of the assessment questions have been completed.

Please make sure that you set aside enough time to read each section carefully, making notes and completing all of the activities. This will allow you to gain a better understanding of the subject content, and will help you to answer all of the assessment questions accurately.

Good luck with your study. Now let's begin!

Unit 1: Understand behaviour that challenges

Welcome to Unit 1.

This unit is split into **three** sections. These are:

Section 1: Behaviour that challenges

Section 2: The reasons why people present with behaviour that is perceived as challenging

Section 3: The impact of behaviour that challenges



Section 1: Behaviour that challenges

This section will explore the following:

- What is meant by the terms 'behaviour that challenges' and 'positive behaviour'
- Behaviours that may be perceived as challenging
- The difference between conflict and behaviour that challenges
- The difference between aggression and assertive behaviour.

What is meant by the terms 'behaviour that challenges' and 'positive behaviour'



STOP AND THINK!

Take some time to think about the ideas that you already have about behaviour that challenges and positive behaviour. What do these two terms mean to you? Note down your thoughts in the space below.

Behaviour that challenges

The term **behaviour that challenges** has changed several times over the years, previously being referred to as:

- Challenging behaviour
- Problem behaviour
- Difficult behaviour
- Socially unacceptable behaviour.

All of the above terms are unacceptable, as they are believed to place a negative label on the individual. Such terms define the individual in terms of their behaviour, at the expense of all other aspects of who they are, and are seen as judgemental. When a person such as a member of staff speaks in a judgemental way about someone, their actions tend to match this, and the behaviour of the individual may deteriorate in response to this.

Behaviour that challenges should not be seen as a diagnosis, but instead as something that is being done in order to serve a purpose, such as communicating an unmet need or attempting to interact with another person. It almost always serves to show that something is not working between the individual and their environment.

Behaviour is considered to be challenging if it poses risk or harm to the individual or to others and leads them to have a poorer quality of life. For example, behaviour that challenges may mean that an individual cannot:

- Attend school as they have shown consistent aggression towards a member of staff
- Go on an outing as they are at risk of running off
- Eat using proper cutlery and crockery as they use these to injure themselves
- Visit anyone else's home as they are at risk of destroying property.

Individuals who are most likely to present with behaviour that challenges include individuals with:

- Learning disabilities
- Dementia
- Some mental illnesses such as schizophrenia
- Sensory disabilities.



Key Fact

Behaviour that challenges is thought to be highest among people with learning disabilities in a hospital setting, where the prevalence rate is 30–40% of people who are treated there.

Source: <https://www.nice.org.uk/guidance/ng11/resources/challenging-behaviour-and-learning-disabilities-prevention-and-interventions-for-people-with-learning-disabilities-whose-behaviour-challenges-1837266392005>



Individuals who present with behaviour that challenges should not be seen as a problem to others and as someone who needs to be ‘fixed’, but simply as someone who is trying to interact with others. All behaviour has a meaning and a purpose that are unique to each individual, which is exactly how behaviour that challenges should be perceived.

Behaviour that challenges is not something that is defined in precisely the same way by everyone and perceived as the same in every setting. For example, if someone who has autism were to repeatedly bang their head on a wall at home, this would indicate to their parents that they had an unmet need; they know how to work with the individual and the behaviour would not be perceived as challenging. However, if the individual were to behave in the same way whilst in a restaurant or other social setting, the reaction to this behaviour would likely be very different by the people who witnessed it.

Therefore, it is important to keep in mind that the way in which people perceive behaviour that challenges may change and may be interpreted in different ways by people who encounter it. It is crucial to ensure that the behaviour is interpreted correctly and that the individual’s quality of life remains as high as possible.

Positive behaviour

Positive behaviour involves both words and actions, which ensure that the well-being and dignity of the individual and those around them are maintained.

Positive behaviour ensures that an individual's needs are met in many different aspects of their lives, such as:

- Physically
- Emotionally
- Psychologically
- Spiritually
- Intellectually
- Socially.

A

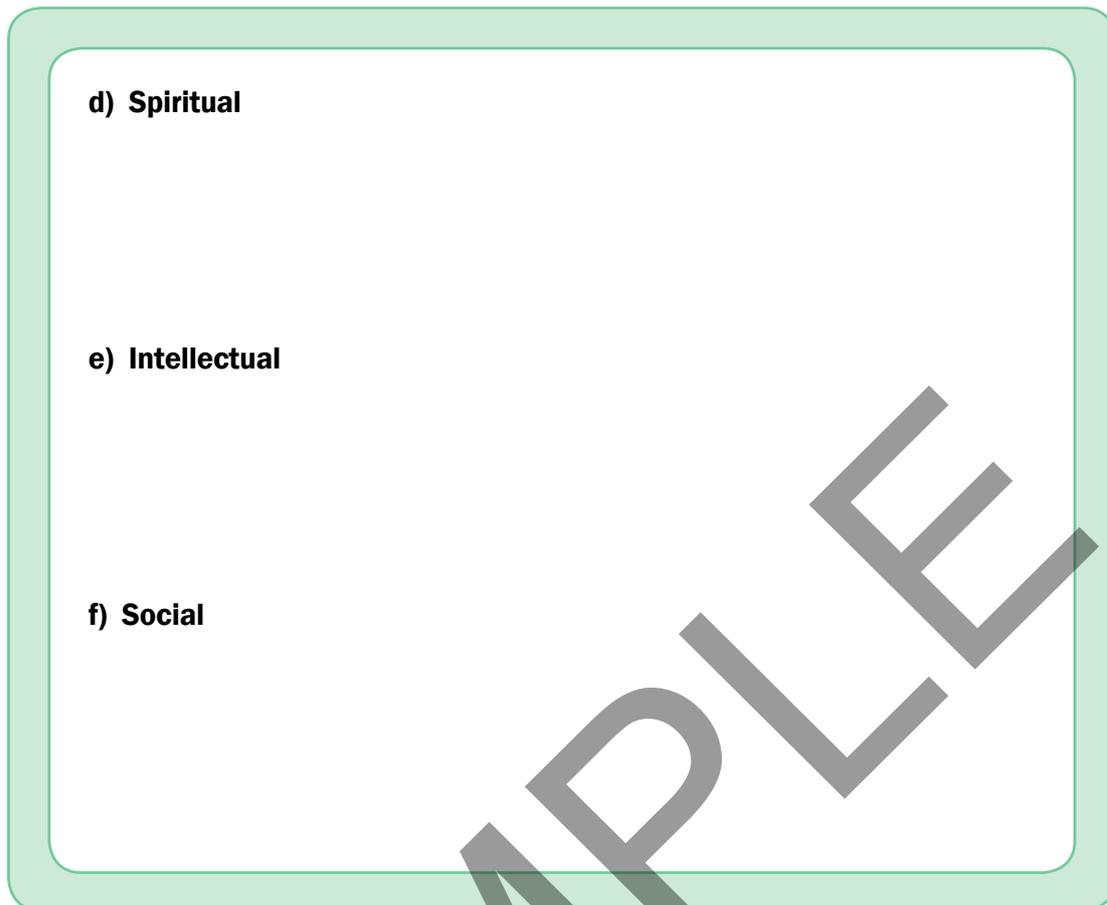
Activity 1: Individuals' needs

Try to think of at least two examples of each type of need below that an individual may have. You can use yourself as an example whilst completing this activity.

a) Physical

b) Emotional

c) Psychological



Ensuring that needs are met in a holistic way will help to reduce the opportunities for behaviour that challenges because unmet needs are thought to be one of the most common reasons why an individual presents with this kind of behaviour.

D **Definition: Holistic**

Taking into account the whole person, rather than just a single aspect of what makes them who they are.

Many settings now use what is known as positive behaviour support. This is a strategy that attempts to understand why an individual presents with certain behaviours and what the triggers of these behaviours might be.

This kind of support is based on recognising the fact that every person is a unique individual whose human rights should be acted upon, including accepting that behaviours that challenge can actually serve an important function in enabling people to live in a way that is meaningful to them.

R

Further Research: Positive behaviour support

Download the document from the following link and make any notes that you think may be useful to you in your setting. The document contains information on positive behaviour support and how this can be applied when care planning takes place.

<http://www.challengingbehaviour.org.uk/learning-disability-files/03--Positive-Behaviour-Support-Planning-Part-3-web-2014.pdf>

Blank space for notes.

A

Activity 2: Positive behaviour in your setting

Think about the types of positive behaviour that you see in your setting. Try to provide three examples that demonstrate how the dignity of the people with whom you work is maintained and respected. If you do not currently work in a setting where it is possible for you to do this, think of three examples that you would expect to see.

1.

2.

3.

Behaviours that may be perceived as challenging

Behaviour that challenges can manifest itself differently depending on who is presenting with it. For example, it might be:

- **Passive aggressive:** this type of behaviour is often harder to detect than active aggressive behaviour, as it is sometimes unobservable. It refers to how individuals may be resistant to orders and may avoid direct types of confrontation. It may be more common in individuals who have issues with some forms of social interaction, as it often means that they will not let others know how they are feeling, possibly because they do not want to or do not have the capacity to. Instead, they present with negative behaviours such as giving angry looks, not speaking to someone or being obstructive in their attitude.
- **Active aggressive:** this type of aggression is usually what comes to mind when people think about behaviour that challenges. It is characterised by clearly observable behaviours, which are often used to intimidate or harass people, but sometimes are simply a way in which an individual tries to express themselves.

Both passive and active aggression can be seen in three different ways:

1. Verbally
2. Non-verbally
3. Physically.

In order to understand what behaviour that challenges actually involves, it is important to be aware of different examples of each of these types of behaviour.



Verbal behaviour

Examples of verbal behaviours that challenge include:

- Shouting
- Arguing
- Screaming
- Abuse, including use of offensive language
- Threatening
- Use of inappropriate terms, such as those that are sexist or racist
- Name-calling.



Non-verbal behaviour

Examples of non-verbal behaviours that challenge include:

- Giving rude looks and other negative facial expressions
- Being deliberately silent
- Walking away when being spoken to
- Clenching fists
- Standing in someone's personal space
- Pointing in someone's face
- Standing in an aggressive posture.

Physical behaviour

The range of physical behaviour that challenges is vast, and so there are certain subcategories that can be used for the physical behavior. These are as follows:

Self-harm

- Eating non-food items, including substances that are poisonous
- Eye poking or gouging
- Scratching and cutting
- Biting
- Teeth grinding
- Head banging
- Burning
- Pulling hair out
- Overeating or undereating.

Stereotyped

- Pacing
- Repetitive movements
- Rocking
- Repetitive speech.

Directly aggressive

- Hitting and punching
- Intimidation
- Biting
- Pinching
- Grabbing
- Hair pulling
- Spitting



Understanding Behaviour that Challenges

- Throwing objects
- Kicking
- Cornering (where someone is forced against their will into a situation that it is difficult to escape from)
- Scratching
- Poking.

Non-person directed

- Damage to property and possessions
- Stealing
- Inappropriate sexual behaviour
- Withdrawal
- Incontinence
- Lack of or poor awareness of danger.

Individuals may present with behaviours from one or more of the categories mentioned above; a different type of behaviour is likely to indicate a different need. Therefore, where possible, professionals should learn what behaviours mean in order to reduce incidents of behaviour that challenges and to stop them from escalating when eliminating them is not possible.



Key Fact

Individuals can be both passively aggressive and actively aggressive; each one likely to indicate a different need.

The difference between conflict and behaviour that challenges



STOP AND THINK!

What do you understand by the term 'conflict'? Where have you heard it mentioned before and have you ever been involved in conflict with someone or with something, such as a service? Use the space below to note down your thoughts.

SAMPLE



Conflict

In general terms, a conflict refers to when two or more parties have a clash of interests. This means that an agreement cannot be made about an aspect of something. For example:

- One person wants to take part in an activity, but someone else thinks that the activity is too risky
- One person wants to eat something, but someone else does not want them to as they know that they will have an adverse reaction to it
- One person wants to stay out late, but someone else thinks that they will be unable to be trusted to come home on time.

In many cases, a conflict can be resolved amicably where both (or all) parties are able to come to some form of agreement about how best a situation can be managed. This can be done using any of the following strategies, which are particularly useful when it comes to care planning:

- Everyone listening to everyone else's views and opinions
- Avoiding confrontational language and behaviours
- Showing empathy and respect to all involved
- Trying to find common ground to resolve the conflict
- Ensuring that all parties are happy with the resolution before it is acted upon
- Agreeing to review what has been agreed on at a fixed future date.



C

Case Study: Brendon

Brendon has a moderate hearing impairment and a mild learning disability, but lives a fairly independent life. He uses hearing aids and is able to use sign language on a basic level. Since leaving school, he has worked part-time in an office as an administrator, and he lives at home with his parents and younger brother.

His care support team have been asked to meet by his mother, who feels as though he is now able to live fully independently and he no longer needs any form of care intervention. Brendon agrees with his mother, even though recently, there was an incident where Brendon gave some money to a colleague who had apparently manipulated him into doing this.

The care team are concerned that Brendon still relies on his support team and that being fully independent is not something that he is fully ready for at the age of 19. At the meeting, it is clear that there is a conflict of interests, and both Brendon and his mother become quite agitated, as they do not feel as though they are being listened to or respected. Brendon has been known to present with behaviour that challenges, but only when he is very upset.

After some lengthy negotiations, it was agreed that a compromise would be made, as Brendon's care workers were able to identify that this was important to him and his family and that his behaviour was beginning to deteriorate as the meeting progressed.

The care team's ability to recognise Brendon's behavioural signs and their knowledge of his needs and what was important to him turned a potentially inflammatory situation into one where a compromise was reached and all parties were satisfied with the outcome.

Behaviour that challenges

Sometimes finding an amicable resolution is not possible, and conflicts do have the potential to provoke behaviour that challenges. As previously noted, this kind of behaviour can be useful as a form of expression, or it can be deliberately manipulative and used as a way of being passively or actively aggressive in order to intimidate, harass or harm someone.

It is important that care workers are able to understand different types of behaviour and their causes, so that appropriate strategies can be implemented to reduce the risk of the behaviour escalating. For example, someone who repeatedly smacks their own ear is likely to be doing this to indicate that something is wrong in that area of their body, such as an earache. If a care worker knows this, they can attend to the issue rather than ignoring it and risking the individual's behaviour becoming aggressive.

C

Case Study: Julia

Julia has dementia, and the decision has been taken, reluctantly, to move her into residential accommodation, where she has found it very difficult to settle. Her sister is her only close living relative, and she was finding it more and more challenging to meet Julia's needs, as she has her own family to care for, including three children.

Julia's care workers are trying to work out what she is trying to tell them through her persistent pacing, but have been unable to do so. Julia's sister does not know, and when Julia behaves in this way she has also recently started to verbally abuse staff, including one incident where she spat at a male care worker who she thought was trying to attack her when he came to try to work out what was wrong.

Julia's behaviour is known to Cathy, who has been working in the residential home for 10 years. Cathy has never been confident at trying to calm individuals who may become aggressive, and so when Julia starts to pace up and down, Cathy does not try to work out what Julia needs, but instead simply ignores her. Five minutes later, several staff members run to the corridor where Julia is and find that she has taken down a picture off the wall and smashed its glass with her hand. She screams and verbally abuses the staff who are trying to help her, and her injury is so severe that she needs to go to hospital.

The two case studies you have just looked at clearly highlight the importance of being able to deal with behaviours, so that conflicts can be managed in a positive way and behaviour that challenges can be avoided wherever this is possible. In the case of Brendon, his conflict was resolved in a way that was agreeable to everyone because his care support team knew about his needs and wanted to meet these in a way that would not put him at risk.

On the other hand, a care worker's reluctance to try to find out what Julia needed resulted in behaviour that challenges and an actual physical injury, which might otherwise have been avoided.