



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 5

Challenging Behaviour 5N1706

1. Component Details

| | |
|---------------------------|--|
| Title | Challenging Behaviour |
| Teideal as Gaeilge | Iompraíocht Dúshlánach |
| Award Type | Minor |
| Code | 5N1706 |
| Level | 5 |
| Credit Value | 15 |
| Purpose | The purpose of this award is to equip the learner with knowledge, skills and competence in supporting individuals with intellectual disability who present with challenging behaviour. |
| Learning Outcomes | Learners will be able to: <ol style="list-style-type: none">1 Define the concept of "challenging behaviour"2 Identify inappropriate behaviour presented by an individual with intellectual disability3 Describe behaviour in observable, measurable terms4 List the goals of Positive Behaviour Support5 Explain how internal factors, related to a person's health and well being, can underlie challenging behaviour6 Explain how external factors related to the environment and the reactions to behaviour, can underlie challenging behaviour |

- 7 Define the terms "positive reinforcement", "negative reinforcement", "antecedent" and "setting events"
- 8 Recognise examples of positive and negative reinforcement of inappropriate or challenging behaviour in daily situations in the lives of people with intellectual disability
- 9 Recognise examples in the daily lives of people with intellectual disability, where inappropriate or challenging behaviour is being maintained by the setting events and antecedents prior to the behaviour
- 10 Demonstrate how the parts of the Antecedent, Behaviour Consequence (ABC) model work together
- 11 Use an ABC chart for recording observations of inappropriate or challenging behaviour
- 12 Gather and record information about an individual with intellectual disability that can be used in the analysis of challenging behaviour and development of a support plan
- 13 Distinguish between inappropriate behaviour and challenging behaviour
- 14 Describe the challenging behaviour presented by an individual with intellectual disability in terms that are observable and measurable
- 15 Outline the typical strategies used by staff and carers for dealing with inappropriate behaviour
- 16 Outline the values underpinning Positive Behaviour Support
- 17 Evaluate how well the goals and values of the Positive Behaviour Support model fit in with the policies of a service provider relating to challenging behaviour
- 18 Discuss how challenging behaviour can be reinforced both positively and negatively
- 19 Explain why negative reinforcement and punishment are not used in the Positive Behaviour Support model
- 20 Describe the four types of strategies that constitute Positive Behaviour Support:

- teach new skills

- teach alternative skills to replace the challenging behaviour
- change the environment
- use the ABC model to increase desirable behaviour and decrease or

prevent challenging behaviour

- 21 Outline the guidelines for selecting skills to teach
- 22 Discuss a range of characteristics that promote positive environments.

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of

assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

| | |
|------------|-----|
| Assignment | 40% |
| Project | 60% |

Description

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

There are two assignments

Project

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning**

in Further and Higher Education and Training available at www.qqi.ie

| | | |
|---|---|------------|
| Grading | Pass | 50% - 64% |
| | Merit | 65% - 79% |
| | Distinction | 80% - 100% |
| Specific Validation Requirements | There are no specific validation requirements for this award | |
| Supporting Documentation | None | |
| Access | To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience. | |
| Transfer | Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement. | |

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

| AWARD CLASS | STANDARDS | AWARDS |
|--------------------|--------------------------------|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5) Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification | Supplemental Certificate (Level 3 to 6) |
| Special Purpose | Specific Purpose Specification | Specific Purpose Certificate (Levels 3 to 6) |
| Minor Award | Component Specification | Component Certificate (Levels 1 to 6) |

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

| NFQ Level | Major Awards Credit Values | Default Credit Values Minor Awards | Other Permitted Minor Award Credit Values | Special Purpose and Supplemental Award Credit Value Ranges |
|-----------|----------------------------|------------------------------------|---|--|
| 1 | 20 | 5 | 10 | |
| 2 | 30 | 5 | 10 | |
| 3 | 60 | 10 | 5,20 | >5 and <60 |
| 4 | 90 | 10 | 5,15,20 | >5 and <90 |
| 5 | 120 | 15 | 5,10,30 | >5 and <120 |
| 6 | 120 | 15 | 5,10,30 | >5 and <120 |

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

| Strand | Sub-strand | Nature of learning |
|------------------|-------------|---|
| Knowledge | Breadth | Broad range of knowledge |
| | Kind | Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory |
| Know How & Skill | Range | Demonstrate a broad range of specialised skills and tools |
| | Selectivity | Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems |
| Competence | Context | Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts |

| | |
|-------------------|---|
| Role | Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups |
| Learning to Learn | Learn to take responsibility for own learning within a managed environment |
| Insight | Assume full responsibility for consistency of self- understanding and behaviour |

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI

