The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Challenging Behaviour

Level 5  L22559

www.fetac.ie
### Level 5 Module Descriptor

#### Summary of Contents

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<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Portfolio of Assessment</strong></td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td><strong>Individual Candidate Marking Sheets</strong></td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td><strong>Module Results Summary Sheet</strong></td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td><strong>Assessment Principles</strong></td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
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</table>
Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Challenging Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Module Code</td>
<td>L22559</td>
</tr>
<tr>
<td>3</td>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Credit Value</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

5 **Purpose**

This module is a statement of the standards to be achieved to gain a FETAC credit in Challenging Behaviour at Level 5. The module may be considered suitable for inclusion as a vocational elective module on the Level 5 Certificate in Community Care, Childcare and Community Health Services awards. The module is designed to equip the learner with knowledge and skills in supporting individuals with learning disability who present with challenging behaviour. This module will be particularly appropriate for people who support and care for children and adults with learning disability.

6 **Preferred Entry Level**

Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

7 **Special Requirements**

None.

8 **General Aims**

*Learners who successfully complete this module will:*

- **8.1** understand the concept of “challenging behaviour”
- **8.2** acquire knowledge of the underlying causes of challenging behaviour
- **8.3** become familiar with the model of Positive Behaviour Support as an approach to supporting individuals with learning disability who present with challenging behaviour
- **8.4** develop an ability to gather appropriate information about an individual presenting with challenging behaviour, which can be used in the development of a Behaviour Support Plan.
The specific learning outcomes are grouped into 3 units.

Unit 1 Recognising Challenging Behaviour
Unit 2 Understanding the Causes of Challenging Behaviour
Unit 3 Introduction to the Positive Behaviour Support model

10 Specific Learning Outcomes

Unit 1 Recognising Challenging Behaviour

Learners should be able to:

10.1.1 describe behaviour in observable, measurable terms
10.1.2 identify inappropriate behaviour presented by an individual with learning disability
10.1.3 outline the typical strategies used by staff and carers for dealing with inappropriate behaviour
10.1.4 define the concept of “challenging behaviour”
10.1.5 distinguish between inappropriate behaviour and challenging behaviour
10.1.6 describe the challenging behaviour presented by an individual with learning disability in terms that are observable and measurable

Unit 2 Understanding the Causes of Challenging Behaviour

Learners should be able to:

10.2.1 explain how internal factors, related to a person’s health and well-being, can underlie challenging behaviour
10.2.2 explain how external factors related to the environment and the reactions to behaviour, can underlie challenging behaviour
10.2.3 define the terms “positive reinforcement”, “negative reinforcement”, “antecedent” and “setting events”
10.2.4 explain how challenging behaviour can be reinforced both positively and negatively
10.2.5 recognise examples of positive and negative reinforcement of inappropriate or challenging behaviour in daily situations in the lives of people with learning disability
10.2.6 recognise examples in the daily lives of people with learning disability, where inappropriate or challenging behaviour is being maintained by the setting events and antecedents prior to the behaviour

10.2.7 explain how the parts of the Antecedent, Behaviour Consequence (ABC) model work together

10.2.8 use an ABC chart for recording observations of inappropriate or challenging behaviour

Unit 3 Introduction to the Positive Behaviour Support Model

Learners should be able to:

10.3.1 list the goals of Positive Behaviour Support

10.3.2 outline the values underpinning Positive Behaviour Support

10.3.3 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

10.3.4 explain why negative reinforcement and punishment are not used in the Positive Behaviour Support model

10.3.5 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

10.3.6 outline the guidelines for selecting skills to teach

10.3.7 describe the six characteristics of positive environments
   - Choice
   - Normalcy
   - Inclusion in the community
   - Positive social interactions
   - Suited to the needs of the individual
   - Preferred items and events

10.3.8 gather and record information about an individual with learning disability that can be used in the analysis of challenging behaviour and development of a support plan
11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.
All assessment is carried out in accordance with FETAC regulations.
Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>60%</td>
</tr>
<tr>
<td>Assignments (2)</td>
<td>40%</td>
</tr>
</tbody>
</table>

11.1 Project

The internal assessor will devise a project brief that requires candidates to demonstrate:

- understanding of the concept of challenging behaviour
- the ability to describe challenging behaviour in terms that are observable and measurable
- understanding of the range of potential underlying causes of challenging behaviour
- understanding of the model of Positive Behavioural Support
- skills in gathering and recording information about an individual with learning disability that can be used in the analysis of challenging behaviour and development of a support plan

The project may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

The project may be undertaken as a group or collaborative piece of work. The individual contribution of each candidate must be clearly identified.

11.2 Assignments (2)

The internal assessor will devise two briefs that require the candidate to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

Assignment 1: The brief for the first assignment will require candidates to demonstrate an understanding of “positive reinforcement”, “negative reinforcement”, “antecedent” and “setting events”. The assignment will require candidates to produce evidence that they can use these concepts to explain examples of behaviour they observe on a daily basis, and that they can use an ABC chart to record observations of inappropriate or challenging behaviour.
Assignment 2: The brief for the second assignment will require candidates to produce evidence of their understanding of the goals and values of the Positive Behaviour Support model. They will also be required to demonstrate knowledge of a service provider’s policies related to challenging behaviour and to evaluate these policies in terms of the goals and values of the Positive Behaviour Support model.

The assignments may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

The assignments carry equal marks.

12 Grading

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
Candidate Name: ___________________________  PPSN: ________________________
Centre: __________________________________________  Centre No.: __________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• thorough understanding of the concept of challenging behaviour</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• thorough understanding of the range of underlying causes of challenging behaviour</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• clear identification of the key characteristics of the Positive Behaviour Support model</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• relevant information collected. Comprehensive documentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• critical evaluation of process and outcomes</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• clear structure with beginning, middle and end</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**  
This mark should be transferred to the Module Results Summary Sheet  
60

**Internal Assessor’s Signature:** ___________________________  **Date:** __________

**External Authenticator’s Signature:** ___________________________  **Date:** __________
Candidate Name: ______________________________  PPSN: ____________________
Centre: ____________________________________________  Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• thorough understanding of the concepts of “positive reinforcement”, “negative reinforcement”, “antecedent” and “setting events”</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>• thorough organisation and preparation for the observation</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>• collection of relevant information</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>• clear documentation</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>• critical evaluation of the process</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• thorough understanding of the goals and values of the Positive Behaviour Support model</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>• critical evaluation of the policies of a service provider in terms of the Positive Behaviour Support model</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>• ideas clearly developed</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>• comprehensive conclusions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>• clear structure with beginning, middle and end</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

*This mark should be transferred to the Module Results Summary Sheet*

Internal Assessor’s Signature: ____________________________  Date: ____________

External Authenticator’s Signature: ______________________  Date: ____________
# FETAC Module Results Summary Sheet

**Module Title:** Challenging Behaviour  
**Module Code:** L22559  

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>60</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Maximum Marks per Marking Sheet:**  
Mark Sheet 1: 60  
Mark Sheet 2: 40

**Signed:**  
Internal Assessor: Date:  
This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*  
D: 80 - 100%  
M: 65 - 79%  
P: 50 - 64%  
U: 0 - 49%  
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment
An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work
A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination
A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:
- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record
A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.