



**CHCCCS044**

**Follow established  
person-centred  
behaviour supports**



**LEARNING  
ACTIVITY  
BOOKLET  
(Trainer Copy)**

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## Version Control & Document History

Date	Summary of Modifications	Version
16 January 2023	Version 1.0 released for publishing	1.0
1 June 2023	Version 1.1 endorsed for use Modified scenario in Activity 2.2	1.1
22 August 2023	Version 1.2 endorsed for use Fixed wording issues	1.2
5 March 2024	Version 1.3 endorsed for use	1.3

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# Overview

## **CHCCCS044- Follow established person-centred behaviour supports (Release 1)**

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.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/Training/Details/CHCCCS044>

# Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

## **IMPORTANT:**

**The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).**

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

# Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

## IMPORTANT:

**The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).**

## Learner Information

Learner name	
Phone	
Email	

## Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

# Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide
- Volunteers to participate in a role play activity

# Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

# Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

## Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

## Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

## Assistive/Adaptive Technologies

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disability in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

## IMPORTANT:

**Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner’s competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**



# Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

## Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

# Formative Activities

## I. Apply a Person-Centred Approach to Providing Behaviour Support

### Activity 1.1

#### Fill in the blanks

The following are statements about applying a person-centred approach to providing behaviour support. Review each and complete the statement by filling in the missing words/phrases.

*Mapping: CHCCCS044 PC1.1 (p), PC1.2 (p), PC1.3 (p), PC1.4 (p)*

*Learner guide reference:*

- CHCCCS044 Learner Guide, Chapter 1, Subchapter 1.1
- CHCCCS044 Learner Guide, Chapter 1, Subchapter 1.2
- CHCCCS044 Learner Guide, Chapter 1, Subchapter 1.3
- CHCCCS044 Learner Guide, Chapter 1, Subchapter 1.4

i. A **behaviour support plan** aims to address the person's needs with complex behaviours of concern. This is an **individualised** document, such that all strategies outlined are **specific** to the person.

ii. The person's level of **engagement** will determine the extent of their participation. To make sure that the person is engaged in ADLs and routines, the activities must be **relevant** and relatable for them. One way to ensure this is to consider the person's needs, **strengths**, capabilities and **preferences**.

iii. Engagement refers to a person's active **involvement** in something. The higher the engagement, the more likely the person will **participate** in activities. On the other hand, motivation refers to a person's ability and **enthusiasm** to engage or **proceed** with a task. Lack of motivation may result in a **disinclination** to do an activity.

iv. An environment is considered safe if it is **physically safe**, **emotionally** safe and **culturally** safe.

- v. **Increasing** positive and adaptive responses is vital in disability support. These responses allow the person to function more **independently** and live a fulfilling life. Positive and adaptive responses are elicited in **safe** environments. When a person feels **safe** in their environment, they can be themselves without fear of **judgement**, a **threat** to their safety or feelings of **distress**.
- vi. To identify the challenges to engaging or motivating the person, you may **observe** the person as they do the activities, conduct **interviews** with the people close to the person and read **written sources** to look for other clues.

## Activity 1.2

List two ways you can ensure physical, emotional and cultural safety in an environment.

*Mapping: CHCCCS044 PC1.4 (p)*

*Learner guide reference: CHCCCS044 Learner Guide, Chapter 1, Subchapter 1.4*

### Marking guide

The learner must list two ways they can ensure physical, emotional and cultural safety in an environment.

For a satisfactory performance, although the wording may slightly vary, their response must be:

- i. Ways to ensure physical safety in an environment

These include ways a support worker can lower the risk of physical harm or injury to the person.

- ii. Ways to ensure emotional safety in an environment

These include ways a support worker can help the person safely express themselves and be their most authentic self.

- iii. Ways to ensure cultural safety in an environment

These include ways a support worker can give respect and acknowledgement to a person's identity such that the person is free to be themselves and express their cultural beliefs without fear of assault or discrimination.

Model answers are provided below for the assessor's reference.

Safety	How to ensure safety
i. Physical safety	Remove hazards in the area.
	Provide aids or equipment that the person needs.
ii. Emotional safety	Remove triggers that can upset the person.
	Be genuine in one's interactions with the person.
iii. Cultural safety	Provide opportunities for the person to talk more about their culture.
	Consider the person's cultural beliefs and practices in support provision.

## II. Review the Context of Behaviours of Concern

### Activity 2.1

#### Matching Type

Listed below are the factors that may influence a person's behaviour of concern.

- a. Environmental factors
- b. Emotional well-being
- c. Health status
- d. Medication
- e. Personal circumstances
- f. Social circumstances

Match each to their description below and write the letter that corresponds to your answer in the space provided.

*Mapping: CHCCCS044 PC2.4 (p), PC2.5 (p), PC2.6 (p), PC2.7 (p), PC2.8 (p), KE11.1 (p), KE11.2 (p), KE11.3 (p), KE11.4 (p), KE11.7 (p)*

*Learner guide reference:*

- *CHCCCS044 Learner Guide, Chapter 2, Subchapter 2.4*
- *CHCCCS044 Learner Guide, Chapter 2, Subchapter 2.5*
- *CHCCCS044 Learner Guide, Chapter 2, Subchapter 2.6*
- *CHCCCS044 Learner Guide, Chapter 2, Subchapter 2.7*
- *CHCCCS044 Learner Guide, Chapter 2, Subchapter 2.8*

Description	
<b>b</b>	i. This refers to the balance of positive and negative feelings a person experiences in life and their perceived feelings of happiness and satisfaction.
<b>f</b>	ii. This can refer to difficulties surrounding the person's relationship with other people in their local community.
<b>d</b>	iii. These are the substances that a person needs to take to treat an illness or manage other medical conditions.
<b>a</b>	iv. This collectively refers to the location, the people, the time and the elements present in the person's physical surroundings. (e.g. noise).
<b>c</b>	v. This is the physical state of the person and comprises of several factors related to the person's body and overall physical well-being.
<b>e</b>	vi. This may refer to problems that the person is currently facing.

## Activity 2.2

### SCENARIO

Mike is diagnosed with middle-stage Alzheimer's disease. He suffers from moderately severe cognitive decline and requires assistance to meet his daily needs. To better address Mike's needs, his family sought support services.

Jenna is the support worker assigned to assist Mike. She enjoys working with Mike, who is a very jolly and enthusiastic person. Although Mike sometimes forgets information like the date and time, he can still perform daily tasks like feeding and dressing up independently. However, after a month in the service, Jenna noticed that Mike seemed to be having personality and behavioural changes. For one, he shows increased agitation, especially when he wanders and finds himself lost. He would shout and ask where he is and why he is there. He also started to have delusions. Mike would repeatedly say, 'I heard someone knocking on my door last night. I think they are trying to steal my things! What if they break into my room and harm me? I think that person will come again tonight!'

Jenna noticed that both behaviours occur at least three times a week. When such behaviours occur, Jenna tries to calm Mike down by gently touching his arm and reassuring him she is there. She also asks him if he needs to go somewhere and tells him she will help him get there. When Mike shares his worries, Jenna listens.

In addition to the calming techniques, Jenna seeks to understand and meet Mike's individual needs. She takes the time to figure out the underlying reasons for his agitation and delusions. She adapts her approach accordingly. For example, Jenna prompts Mike to reminisce about meaningful experiences. She also encourages him to pick up on familiar hobbies. By doing so, she stimulates his cognitive abilities and promotes his sense of self.

Complete the table below by identifying the type, frequency and triggers of Mike's behaviours of concern.

*Mapping: CHCCCS044 PC2.3*

*Learner guide reference: CHCCCS044 Learner Guide, Chapter 2, Subchapter 2.3*

### Marking guide

The learner must complete the table below by identifying the type, frequency and triggers of Mike's behaviours of concern.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.

Behaviour of Concern	Type	Frequency	Trigger
Shouting	Disruptive behaviour	At least thrice a week	When he wanders and finds himself lost
Repeatedly saying, 'I heard someone knocking on my door last night. I think they are trying to steal my things! What if they break into my room and harm me? I think that person will come again tonight!'	Stereotyped behaviour	At least thrice a week	Delusions

Jenna must record all observations related to Mike's behaviours of concern. List three types of information that Jenna must record based on the case study.

*Mapping: CHCCCS044 PC2.9 (p)*

*Learner guide reference: CHCCCS044 Learner Guide, Chapter 2, Subchapter 2.9*

### **Marking guide**

The learner must list three types of information that Jenna must record based on the case study.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below, in any order.

i.

Jenna must record the type, frequency and triggers of Mike's behaviours of concern.

ii.

Jenna must record the factors that contributed to Mike's behaviours of concern.

iii.

Jenna must record the observed changes in Mike's behaviours.



### III. Provide Positive Behaviour Support

#### Activity 3.1

##### Matching Type

Identify the regulated restrictive practice being described in each statement below.

Regulated Restrictive Practices
Chemical restraint
Environmental restraint
Mechanical restraint
Physical restraint
Seclusion

*Mapping: CHCCCS044 PC3.1 (p), KE8.1.1 (p), KE8.1.2 (p), KE8.1.3 (p), KE8.1.4 (p), KE8.1.5 (p)*

*Learner guide reference: CHCCCS044 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.3*

Description	
Mechanical restraint	i. This practice or intervention involves using a device to restrict the movement of a person. These do not include devices used for therapeutic or non-behavioural purposes.
Environmental restraint	ii. This practice or intervention involves restricting a person's access to all parts of their environment.
Physical restraint	iii. This practice or intervention may include subduing part of or the whole body of the person.
Chemical restraint	iv. This practice or intervention may involve the administration of any medication to influence the behaviour of the person.
Seclusion	v. This practice or intervention involves the solitary confinement of a person.

## Activity 3.2

### True or False

Review the statements below about providing positive behaviour support. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: CHCCCS044 PC3.1 (p), PC3.6 (p), PC3.7 (p), KE8.9 (p), KE8.12.2 (p)*

*Learner guide reference:*

- CHCCCS044 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.6
- CHCCCS044 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.8
- CHCCCS044 Learner Guide, Chapter 3, Subchapter 3.6
- CHCCCS044 Learner Guide, Chapter 3, Subchapter 3.7

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. To monitor the effectiveness of support strategies, one must observe the frequency of behaviour of concern, its intensity and duration.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. All reporting involving changes in the person's behaviours must only be done by accomplishing a written report.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. One of the advantages of collaborating with the person to apply behavioural support strategies is that it promotes their freedom to decide for themselves.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Service providers must keep records of any use of restrictive practices on a person with a disability for up to seven years.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. Positive and proactive approaches are created to help reverse the adverse effects of using restrictive practices.

### Activity 3.3

#### SCENARIO

Amal is a new client who sought your organisation for support services. He is a 19-year-old man diagnosed with attention deficit hyperactivity disorder (ADHD). Amal shares that he needs help managing the behaviours of concern associated with his diagnosis. These behaviours include impulsivity and verbal aggression.

You are the support worker assigned to work with him. As he is a new client, you do not know much about him. You also do not know how you can best support his needs. Thus, you want to consult with Amal to establish interventions and help reduce occurrences of his behaviours of concern.

#### Role Play Activity

Role play the scenario with a volunteer to consult with Amal to establish interventions, while demonstrating the practical skills listed in the checklist below.

Perform this activity while being observed by your trainer. If your trainer is not available to directly observe you, you may video record the role play activity and submit the recording to your trainer.

#### Your role

For this activity, you will take the role of the support worker.

#### The volunteers' role

- For this activity, the volunteer will take the role of Mike.

*Mapping: CHCCCS044 PC3.1 (p)*

*Learner guide reference: CHCCCS044 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.7*

#### Marking guide

The learner must role play the scenario provided above while demonstrating the practical skills listed below and while being observed by the trainer. The trainer must use the checklist below to evaluate the learner's performance during the activity.

Role Play Checklist (For trainer's use only)		
During the role play activity:	YES	NO
1. The learner talks to the person about their needs or concerns that they need interventions for.	<input type="checkbox"/>	<input type="checkbox"/>
2. The learner provides a list of the interventions that can be used and explains what these interventions are.	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner asks the person what interventions they would like to use to address their needs and concerns.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner uses effective communication during the consultation by:	<input type="checkbox"/>	<input type="checkbox"/>
a. Asking questions to get more details	<input type="checkbox"/>	<input type="checkbox"/>
b. Using non-verbal language (e.g. Eye contact, gestures)	<input type="checkbox"/>	<input type="checkbox"/>
c. Respecting the person's cultural norms (e.g. Giving personal space)	<input type="checkbox"/>	<input type="checkbox"/>
d. Allowing the other person to talk without interrupting them	<input type="checkbox"/>	<input type="checkbox"/>
e. Paraphrasing what the person has said	<input type="checkbox"/>	<input type="checkbox"/>
f. Using the person's preferred communication method	<input type="checkbox"/>	<input type="checkbox"/>
g. Being sensitive to what the person feels	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's overall feedback on the learner's performance during the role play activity:		

## IV. Complete Documentation

### Activity 4.1

#### True or False

Review the statements below about completing documentation. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: CHCCCS044 PC4.1 (p), PC4.2 (p), PC4.3 (p), KE7.5 (p)*

*Learner guide reference:*

- *CHCCCS044 Learner Guide, Chapter 4, Subchapter 4.1*
- *CHCCCS044 Learner Guide, Chapter 4, Subchapter 4.2*
- *CHCCCS044 Learner Guide, Chapter 4, Subchapter 4.3*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Reports serve as official accounts of the person's behaviour support provision.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Maintaining documentation means that one must prevent a person's information from being leaked out to the public.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. When a client requests to access their records, the organisation must comply under all circumstances.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Documentation is crucial to the continuity of quality support service. Failure to follow documentation requirements may negatively affect the quality of the service.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. Incidents reports can be written using informal and easily understandable language.

## Activity 4.2

### SCENARIO

Ginny is a client in your organisation. Her mother, Linda, requests for a copy of her daughter's medical records to file for a medical insurance claim. Ginny and Linda's relationship is strained, as Linda had previously filed loans under her daughter's name, which Ginny was unaware of. Ginny explained her situation to you. To prevent similar incidents from happening again, Ginny asked that you do not release any of her records to anyone unless it was approved by her beforehand. She explicitly mentioned that your organisation must immediately refuse any requests made by her mother.

Based on the case study, give two reasons why your organisation may refuse to release the requested information to Ginny's mother.

*Mapping: CHCCCS044 PC4.3 (p)*

*Learner guide reference: CHCCCS044 Learner Guide, Chapter 4, Subchapter 4.3*

#### Marking guide

The learner must give two reasons why their organisation may refuse to release the requested information to Ginny's mother based on the case study.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below, in any order.

i.

Giving access would pose a serious threat to the Ginny's safety

ii.

Giving access would be unlawful

Explain what your organisation must do after refusing Linda access to the requested information.

*Mapping: CHCCCS044 PC4.3 (p)*

*Learner guide reference: CHCCCS044 Learner Guide, Chapter 4, Subchapter 4.3*

**Marking guide**

The learner must explain what their organisation must do after refusing Linda access to the requested information.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

My organisation must give Linda a written notice detailing the reason why her request was refused.

End of Document