



Competency Based Learning Materials (CBLMs)

Caregiving for Elderly Persons

Level-3

Module: Responding to Challenging Behaviour

Code: CBLM-IS-CEP-02-L3-EN-V1



National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh

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National Skills Development Authority
Prime Minister's Office
Level: 10-11, Biniyog Bhaban,
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
Email: ec@nsda.gov.bd
Website: www.nsga.gov.bd.
National Skills Portal: <http://skillsportal.gov.bd>

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The CBLM on “Respond to challenging behaviour” is developed based on NSDA approved Competency Standards and Competency Based Curriculum under caregiving for elderly persons Level-3 Occupation. It contains the information required to implement the caregiving for elderly persons Level-3 standard.

This document has been prepared by NSDA with the help of relevant experts, trainers/professionals.

All Government-Private-NGO training institutes in the country accredited by NSDA can use this CBLM to implement skill-based training of caregiving for elderly persons Level-3 course.

How to use this Competency Based Learning Materials (CBLMs)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Approved on

----- Authority Meeting of NSDA

Held on 2023

Table of Contents

Copyright	i
How to use this Competency Based Learning Materials (CBLMs)	iii
Module Content	1
Learning Outcome: 1 Plan to deal with situations resulting from complex/challenging behaviour	2
Learning Experience-1 Plan to deal with situations resulting from complex/challenging behaviour	4
Information Sheet 1: Plan to deal with situations resulting from complex/challenging behaviour	5
Self-Check Sheet - 1: Plan to deal with situations resulting from complex/challenging behaviour	11
Answer Key - 1: Plan to deal with situations resulting from complex/challenging behaviour	12
Task Sheet-1.1: Dealing with Situations Resulting from Challenging Behavior	13
Learning Outcome: 2 Apply Response for Challenging Behavior	14
Learning Experience-2 Apply Response for Challenging Behavior	15
Information Sheet 2: Apply Response for Challenging Behavior.....	16
Self-Check Sheet - 2: Apply Response for Challenging Behavior	22
Answer Key - 2: Apply Response for Challenging Behavior.....	23
Task Sheet-2.1: Applying Response for Challenging Behavior.....	24
Learning Outcome: 3 Report and Review Incidents	25
Learning Experience-3 Report and Review Incidents	26
Information Sheet 3: Report and Review Incidents	27
Self-Check Sheet - 3: Report and Review Incidents.....	33
Answer Key - 3: Report and Review Incidents	34
Task Sheet-3.1: Reporting and Reviewing Incidents	35
Review of Competency	36

Module Content

Unit Title: Respond to Challenging Behavior

Unit Code: OU- INF-ECP-02-L3-V1

Module Title: Responding to Challenging Behavior

Module Descriptor: This module covers the knowledge, skills and attitudes required to respond to challenging behavior. This includes plan to deal with situations resulting from complex/challenging behaviour, apply response for challenging behavior and report and review incidents.

Nominal Hours: 50 hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Plan to deal with situations resulting from complex/challenging behaviour
2. Apply response for challenging behavior
3. Report and review incidents

Assessment Criteria:

1. Responses are planned to manage instances of difficult or challenging behavior
2. Difficult or challenging behavior are identified and appropriate strategies are planned as required
3. Safety of self, client and others is given priority according to institutional policies and procedures
4. Difficult or challenging behavior is dealt according to institutional policy and procedures.
5. Appropriate communication method is used to achieve the desired outcomes in responding to difficult or challenging behavior.
6. Incidents are reported according to institutional policies and procedures.
7. Incidents are reviewed with appropriate staff and suggestions to area of responsibility are made.
8. Debriefing mechanisms and other activities are used and participated in.
9. Advice and assistance are sought from legitimate sources when appropriate.

Learning Outcome: 1 Plan to deal with situations resulting from complex/challenging behaviour

Assessment Criteria	<ol style="list-style-type: none"> 1. Responses are planned to manage instances of difficult or challenging behavior 2. Difficult or challenging behavior are identified and appropriate strategies are planned as required 3. Safety of self, client and others is given priority according to institutional policies and procedures
Conditions and Resources	<ol style="list-style-type: none"> 1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	<ol style="list-style-type: none"> 1 Responses <ul style="list-style-type: none"> ▪ Own ability and experience ▪ Established institutional procedures ▪ Knowledge of individual persons and underlying causes 2 Challenging behavior 3 Difficult or challenging behavior <ul style="list-style-type: none"> ▪ Aggression/Assaultive behavior ▪ Dementia sign ▪ Confusion or other cognitive impairment ▪ Noisiness ▪ Shyness ▪ Manipulative ▪ Wandering ▪ Self-destructive ▪ Intoxication ▪ Withdrawn/depressed ▪ Negativistic ▪ Intrusive behavior ▪ Verbal offensiveness ▪ Denial 4 Strategies

Training Methods	<ol style="list-style-type: none">1. Discussion2. Presentation3. Demonstration4. Guided Practice5. Individual Practice6. Project Work7. Problem Solving8. Brainstorming
Assessment Methods	<ol style="list-style-type: none">1. Written Test2. Demonstration3. Oral Questioning

Learning Experience-1 Plan to deal with situations resulting from complex/challenging behaviour

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about respond to challenging behaviour	1. Instructor will provide the learning materials Plan to deal with situations resulting from complex/challenging behaviour.
2. Read the Information sheet/s	2. Information Sheet-1: Plan to deal with situations resulting from complex/challenging behaviour
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No. 1: Plan to deal with situations resulting from complex/challenging behaviour Answer key No. 1: Plan to deal with situations resulting from complex/challenging behaviour
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:1-1: Dealing with Situations Resulting from Challenging Behavior.

Information Sheet 1: Plan to deal with situations resulting from complex/challenging behaviour

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Responses
- 1.2 Challenging behavior
- 1.3 Difficult or challenging behavior
- 1.4 Strategies

1.1 Responses

- **Own ability and experience:** When facing challenging behaviors, individuals draw upon their personal skills, knowledge, and experience in dealing with similar situations. This might include techniques for de-escalation, conflict resolution, or communication skills.
- **Established institutional procedures:** Institutions or organizations often have established protocols and guidelines for handling challenging behaviors. These procedures ensure a consistent and appropriate response, ensuring the safety of all involved parties and promoting a positive environment.
- **Knowledge of individual persons and underlying causes:** Understanding the individuals involved, their backgrounds, triggers, and underlying causes for the challenging behavior is crucial. This knowledge helps in tailoring responses that are more effective and compassionate, addressing the root issues.

1.2 Challenging behavior

Challenging behaviour:

Challenging behaviour describes behaviour that is challenging to parents, carers, teachers and other professionals. Challenging behaviour can include tantrums, hitting or kicking other people, throwing things or self-harming.



- Remain alert to potential incidents of difficult or challenging behaviour
- Remain calm and positive in adversity
- Speak in a firm, diplomatic and culturally appropriate manner
- Think and respond quickly and strategically

Plan for responding to challenging behavior:

Responding to challenging behaviors is where patience is needed most. The goal is always to de-escalate the situation and respond with positive communication, so that the client feels heard, cared for, and safe. Challenging behaviors are tough, even for well-seasoned caregivers. This is why the other priority with challenging behaviors is prevention.

1.3 Difficult or challenging behavior

Aggression/Assaultive:

Any unwanted physical contact can be considered a form of assault, even if the attacker does not attempt to injure you. For example, if a coworker backs you into a corner, uses menacing words or body language, and puts his hand on your arm, the physical contact is an assaultive behavior.



Another example, if person A actually hit the person multiple times causing injury, this could be considered aggressive assault.

Aggression, according to social psychology, describes any behavior or act aimed at harming a person or animal or damaging physical property.

Dementia:

Dementia is not a specific disease but is rather a general term for the impaired ability to remember, think, or make decisions that interferes with doing everyday activities. Alzheimer's disease is the most common type of dementia. Though dementia mostly affects older adults, it is not a part of normal aging.



Symptoms and signs of dementia

Signs of dementia can vary greatly. Examples include problems with:

- Short-term memory.
- Keeping track of a purse or wallet.
- Paying bills.
- Planning and preparing meals.

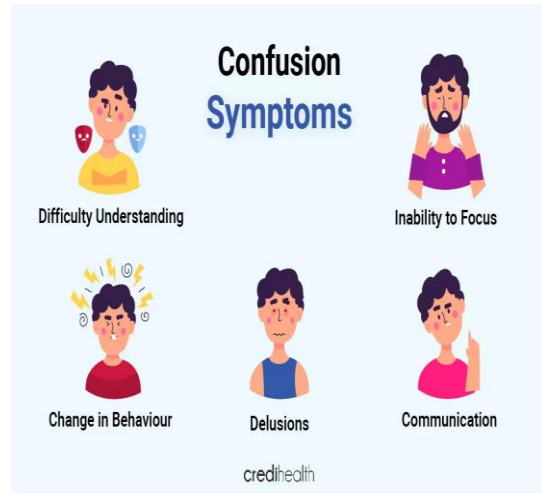
- Remembering appointments.
- Traveling out of the neighborhood.

Confusion:

Confusion is a term that refers to a decline in cognitive ability, that is, our ability to think, learn and understand. A decline in cognitive ability is often associated with dementia.

Symptoms of confusion include problems with short-term memory, difficulty carrying out tasks, poor attention span, unclear speech and difficulty in following a conversation.

Sometimes confusion can be temporary and will pass. Sometimes confusion is long term and is due to a permanent condition.



Noisiness:

Definitions of noisiness. the auditory effect characterized by loud and constant noise. synonyms: racketiness. types: boisterousness. the property of being noisy and lively and unrestrained.

Noise is unwanted sound considered unpleasant, loud or disruptive to hearing. From a physics standpoint, there is no distinction between noise and desired sound, as both are vibrations through a medium, such as air or water. The difference arises when the brain receives and perceives a sound.



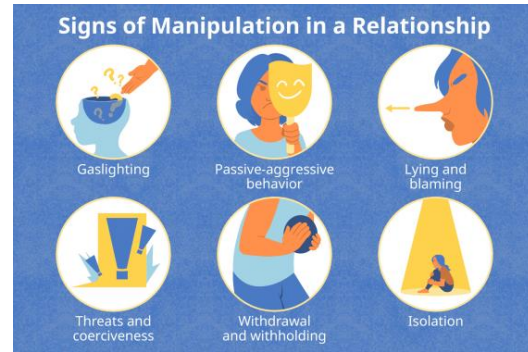
Shyness:

Shyness is the tendency to feel awkward, worried, or tense during social encounters, especially with unfamiliar people. Severely shy people may have physical symptoms like blushing, sweating, a pounding heart or upset stomach; negative feelings about themselves; worries about how others view them; and a tendency to withdraw from social interactions.



Manipulative:

In general, people manipulate others to get what they want, to protect their ego, and to avoid having to take responsibility for the consequences of their actions. They may feel the need to punish, control, or dominate their partner. They may be seeking pity or attention, or have other selfish motives.



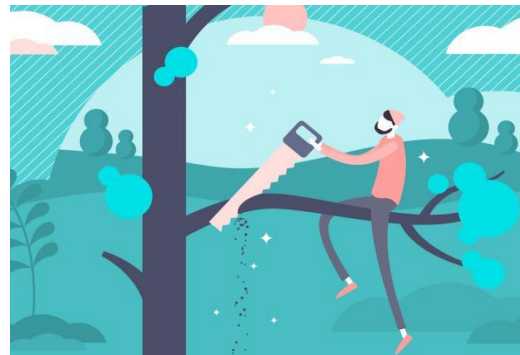
Wandering:

Alzheimer’s disease causes people to lose their ability to recognize familiar places and faces. It’s common for a person living with dementia to wander or become lost or confused about their location, and it can happen at any stage of the disease. Six in 10 people living with dementia will wander at least once; many do so repeatedly. Although common, wandering can be dangerous — even life-threatening — and the stress of this risk weighs heavily on caregivers and family.



Self-destructive:

Self-destructive behavior is when a person takes actions that are sure to harm themselves. It can range from isolating themselves from others to harming their own body and behaviors such as gambling. Self-destructive behavior may act as a temporary distraction or way of coping with emotional distress, pain, or discomfort. However, the distraction does not last, and self-destructive behavior can become a dangerous habit over time.



Intoxication:

Intoxication is a state in which a person has consumed enough alcohol or drugs that their mood and physical and mental abilities are noticeably affected. For example, a person has reached the point of alcohol intoxication when the alcohol produces mental or physical impairments, such as slurred speech, difficulty walking, or disorientation.



Withdrawn/depressed:

Social withdrawal involves avoiding people and activities that you previously enjoyed. It can range in severity from limited social engagement to complete isolation. Social connection and interpersonal relationships are crucial for human health and well-being. Poor social support is linked to various problems, including depression, loneliness, heart disease, substance use, and suicide.



Negativistic:



Negativism is characterized by refusal to obey requests and has the tendency to resist direction to older individuals, like their parents. For instance, a parent would request his child to return home from the playground and the child will demonstrate active negativism by running away.



Intrusive behavior:

Intrusive behaviors are a common form of control exerted by overstepping boundaries, either physical or psychological. Intrusive actions may range from subtle or seemingly innocuous (such as questioning whereabouts or activities) to intimidating or threatening



<p>(stalking, actual threats, unwanted communications, etc.).</p>	
<p>Verbal offensiveness:</p> <p>Verbal abuse is a type of emotional abuse. It is when someone uses their words to assault, dominate, ridicule, manipulate, and/or degrade another person and negatively impact that person's psychological health. Verbal abuse is a means of controlling and maintaining power over another person.</p>	
<p>Denial:</p> <p>If you are in denial, you are trying to protect yourself from a truth that is too painful for you to accept at the moment. Sometimes short-term denial is essential. It can give you time to organize yourself and accept a significant change in your life. However, denial can have a darker side and become unhealthy.</p>	

1.4 Strategies

- **Diversional Activities:** Diversional activities involve redirecting the person's attention and focus away from the challenging behavior and towards a more positive and engaging activity. These activities can help defuse tension and create a calmer atmosphere. For example, in a classroom setting, a teacher might redirect a disruptive student's attention by involving them in a hands-on learning activity or allowing them to participate in a task they enjoy.
- **Referring to Appropriate Personnel:** It's important to know when a situation requires intervention from individuals with specific expertise. In a workplace or institutional setting, referring the matter to a supervisor or manager can help ensure that the appropriate person with authority and experience handles the situation. In cases where security or safety is a concern, involving security officers or law enforcement may be necessary.
- **Follow Established Emergency Response Procedures:** Institutions and organizations often have established emergency response procedures for dealing with particularly challenging or dangerous situations. These procedures are designed to prioritize safety and minimize harm to all parties involved. Following these protocols ensures a coordinated and effective response, especially when situations escalate beyond the scope of regular management strategies.

Self-Check Sheet - 1: Plan to deal with situations resulting from complex/challenging behaviour

Questionnaire:

1. What are some common examples of complex/challenging behavior?

Answer:

2. What are the key components of a plan to deal with complex/challenging behavior?

Answer:

3. How can a proactive approach benefit dealing with complex behavior?

Answer:

4. What role does communication play in the plan?

Answer:

5. How can family members or caregivers be involved in the plan?

Answer:

6. Are there specialized training programs for handling complex behavior?

Answer:

7. Can the plan be tailored to suit the individual's unique needs?

Answer:

8. How does the plan address long-term behavioral change?

Answer:

Answer Key - 1: Plan to deal with situations resulting from complex/challenging behaviour

1. What are some common examples of complex/challenging behavior?

Answer: Common examples include aggressive outbursts, self-injury, severe anxiety, and disruptive behaviors.

2. What are the key components of a plan to deal with complex/challenging behavior?

Answer: The key components may include assessment, intervention strategies, crisis management, and support mechanisms.

3. How can a proactive approach benefit deal with complex behavior?

Answer: A proactive approach can prevent escalations, identify triggers, and promote early intervention, leading to more successful outcomes.

4. What role does communication play in the plan?

Answer: Effective communication is essential to understand the root causes of the behavior, express needs, and implement strategies collaboratively.

5. How can family members or caregivers be involved in the plan?

Answer: Involving family members or caregivers can provide valuable insights into the individual's behavior patterns and enhance support outside of formal interventions.

6. Are there specialized training programs for handling complex behavior?

Answer: Yes, many professionals receive specialized training in behavior management, crisis de-escalation, and therapeutic interventions.

7. Can the plan be tailored to suit the individual's unique needs?

Answer: Yes, personalized plans are crucial for addressing the specific challenges and strengths of each individual.

8. How does the plan address long-term behavioral change?

Answer: The plan may include behavior modification techniques and consistency to promote long-term positive changes.

Task Sheet-1.1: Dealing with Situations Resulting from Challenging Behavior

Task Name: Dealing with Situations Resulting from Challenging Behavior

Objectives: The objective of this task is to equip individuals with the knowledge and skills necessary to effectively deal with situations resulting from challenging behavior. By the end of this task, participants should be able to:

Working Procedure:

1. Identify challenging behaviors and their triggers.
2. Understand the impact of challenging behavior on individuals and the environment.
3. Implement strategies to prevent or de-escalate challenging behavior.
4. Utilize effective communication and de-escalation techniques during challenging situations.
5. Collaborate with others to address challenging behavior and promote a positive environment.

Learning Outcome: 2 Apply Response for Challenging Behavior

Assessment Criteria	<ol style="list-style-type: none"> 1. Difficult or challenging behavior is dealt according to institutional policy and procedures. 2. Appropriate communication method is used to achieve the desired outcomes in responding to difficult or challenging behavior.
Conditions and Resources	<ol style="list-style-type: none"> 1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	<ol style="list-style-type: none"> 1 Institutional policy and procedures. 2 Appropriate communication method 3 Desired outcomes in responding to difficult or challenging behavior.
Training Methods	<ol style="list-style-type: none"> 1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience-2 Apply Response for Challenging Behavior

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about respond to challenging behaviour	1. Instructor will provide the learning materials apply response for challenging behavior.
2. Read the Information sheet/s	2. Information Sheet-2: Apply response for challenging behavior
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No. 2: Apply response for challenging behavior Answer key No. 2: Apply response for challenging behavior
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:2-1: Applying Response for Challenging Behavior,

Information Sheet 2: Apply Response for Challenging Behavior

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Institutional policy and procedures.
- 2.2 Appropriate communication method
- 2.3 Desired outcomes in responding to difficult or challenging behavior.

2.1 Institutional policy and procedures

Institutional policies and procedures play a crucial role in providing a structured and consistent approach to dealing with challenging behavior. The following aspects should be included in the policy:



2.1.1 Incident Reporting and Documentation:

- Clearly define what constitutes an incident related to challenging behavior.
- Establish a standardized incident reporting process to ensure timely and accurate documentation of each event.
- Include details on what information should be recorded, such as the date, time, location, individuals involved, and a description of the incident.
- Specify who is responsible for reporting and documenting the incidents, as well as the timeline for reporting.

2.1.2 Operational Guidelines for Handling Incidents Involving Challenging Behavior:

- Provide clear step-by-step procedures for staff to follow when confronted with challenging behavior. Here are steps to effectively respond to challenging behavior while prioritizing safety:
- **Stay Calm and Composed:**
Maintain a calm and composed demeanor when faced with challenging behavior. Your emotional stability can have a calming effect on the situation.
- **Assess the Situation:**
Quickly assess the immediate situation. Determine if there is an immediate safety threat to yourself, the client, or others. If there is, prioritize safety above all else.
- **Ensure Personal Safety:**
If you feel threatened or unsafe, take steps to ensure your own safety. This may involve creating physical distance between you and the individual exhibiting challenging behavior.
- **Assess the Client's Needs:**
Consider the underlying causes of the challenging behavior. Is it related to pain, discomfort, fear, or unmet needs? Addressing the root cause can often lead to resolution.
- Identify key personnel responsible for managing and responding to challenging behavior incidents.
- Outline specific strategies and techniques that staff can use to prevent escalation and ensure safety for everyone involved.
- Address the use of any physical intervention techniques, if applicable, and ensure they align with legal and ethical guidelines.
- Include guidelines for implementing behavior support plans or individualized interventions, if available, and explain when and how they should be used.

2.1.3 Debriefing of Staff Involved in the Incident:

- Describe the debriefing process that should take place after an incident involving challenging behavior.
- Encourage open communication and a non-judgmental atmosphere during debriefing sessions.
- Offer emotional support and resources to staff who have experienced challenging incidents.
- Use debriefing sessions as an opportunity to learn from the incident and identify areas for improvement in handling similar situations in the future.

2.2 Appropriate communication method

Indeed, using an appropriate communication method is crucial when responding to difficult or challenging behavior. Effective communication can help de-escalate situations, build trust, and promote a positive outcome. Here are some key communication methods to consider:

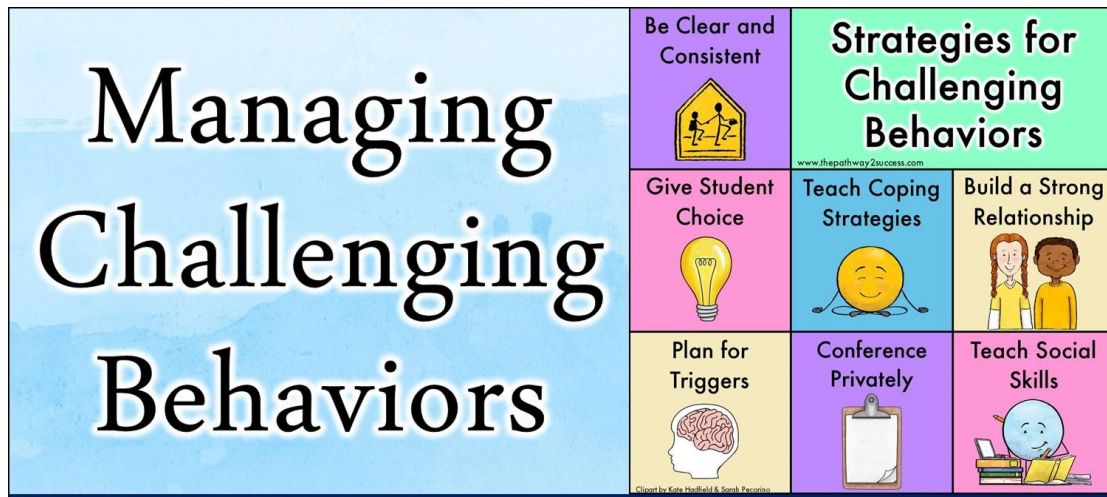


- **Active Listening:** Listen attentively and empathetically to the individual exhibiting challenging behavior. Show genuine interest in understanding their perspective, feelings, and needs. Paraphrase or repeat back their statements to ensure you have correctly understood their message.
- **Stay Calm and Composed:** Maintain a calm and composed demeanor when communicating with the individual. Avoid escalating the situation by becoming agitated or confrontational.
- **Use Non-Threatening Body Language:** Your body language can influence the individual's response. Use open and relaxed body language to convey a non-threatening and supportive approach.
- **Empathy and Understanding:** Demonstrate empathy and understanding towards the individual's emotions and frustrations. Acknowledge their feelings and validate their experiences.
- **Avoid Judgment and Blame:** Refrain from using judgmental language or blaming the individual for their behavior. Instead, focus on the issue at hand and potential solutions.

- **Offer Choices and Control:** Provide the individual with choices and a sense of control over the situation. This can help them feel more empowered and less inclined to resist.
- **Set Clear Boundaries and Expectations:** Communicate clear and concise expectations for behavior and consequences. Be consistent in enforcing boundaries while remaining respectful.
- **Use Positive Reinforcement:** Offer praise and positive reinforcement when the individual displays appropriate behavior or demonstrates efforts to manage their challenging behavior.
- **Redirect Attention:** If appropriate, redirect the individual's attention to a more positive or engaging activity to de-escalate the situation.
- **Avoid Power Struggles:** Refrain from engaging in power struggles with the individual. Instead, seek to find common ground and cooperative solutions.
- **Time and Space:** In some cases, individuals may need time and space to calm down. Allow them space while ensuring their safety, and return to the conversation when they are ready.
- **Avoid Overreacting:** Responding calmly and proportionately to the behavior can prevent the situation from escalating further.
- **Collaborate and Involve Others:** If necessary, involve other team members, caregivers, or professionals to support in de-escalation and problem-solving.
- **Use Visual Supports:** Visual aids or communication tools can be helpful for individuals who may have difficulty expressing themselves verbally.
- **Practice Self-Reflection:** After the incident, reflect on your communication approach and consider areas for improvement.

2.3 Desired outcomes in responding to difficult or challenging behavior

When responding to difficult or challenging behavior, the desired outcomes aim to address the behavior effectively while promoting a positive and supportive environment for all individuals involved. The following are some key desired outcomes:



- **De-Escalation of the Situation:** The primary goal is to de-escalate the challenging behavior, preventing it from escalating further. This involves using appropriate communication techniques and strategies to calm the individual and diffuse any tension.
- **Safety and Well-Being:** Ensure the safety and well-being of all individuals in the environment. This includes the person exhibiting challenging behavior, staff members, and others present.
- **Understanding the Underlying Triggers:** Identify and understand the underlying triggers and factors contributing to the challenging behavior. This understanding can help tailor appropriate interventions and support.
- **Building Trust and Rapport:** Foster a positive relationship with the individual by demonstrating empathy, respect, and understanding. Building trust can lead to better cooperation and willingness to address the challenging behavior.
- **Effective Communication:** Use effective communication methods to express concerns, set boundaries, and provide support. Clear and respectful communication can lead to more positive outcomes.
- **Teaching Coping Strategies:** Help the individual develop and utilize appropriate coping strategies to manage their emotions and behavior in challenging situations.
- **Preventing Future Incidents:** Implement proactive strategies and behavior support plans to prevent or minimize the occurrence of challenging behavior in the future.
- **Encouraging Positive Behavior:** Reinforce positive behavior and efforts made by the individual to manage their behavior in a more constructive manner.

- **Collaboration and Support:** Encourage collaboration among team members, caregivers, and support professionals in addressing challenging behavior. A coordinated effort can lead to better outcomes.
- **Promoting Emotional Regulation:** Support the individual in developing emotional regulation skills to better cope with stress, frustration, or other triggers.
- **Improving Social Skills:** Provide opportunities for the individual to develop and improve their social skills, which can positively impact their interactions with others.
- **Enhancing Quality of Life:** Ultimately, the desired outcome is to improve the individual's overall quality of life by addressing challenging behavior and promoting a positive and inclusive environment.
- **Reducing Stress and Anxiety:** Help the individual reduce stress and anxiety levels, which may be contributing to their challenging behavior.
- **Encouraging Self-Advocacy:** Support the individual in expressing their needs and concerns in a constructive manner, promoting self-advocacy skills.
- **Supporting Inclusion:** Create an inclusive environment where the individual feels accepted and valued, reducing the likelihood of challenging behavior as a means of seeking attention or inclusion.

Self-Check Sheet - 2: Apply Response for Challenging Behavior

Questionnaire:

1. What is the first step in responding to challenging behavior?

Answer:

2. How can active listening help in applying a response to challenging behavior?

Answer:

3. What are some non-threatening body language cues to use during a challenging behavior incident?

Answer:

4. How can you demonstrate empathy when dealing with challenging behavior?

Answer:

5. What is the significance of setting clear boundaries and expectations in response to challenging behavior?

Answer:

6. How can positive reinforcement be applied to encourage desirable behavior?

Answer:

7. What is the role of behavior support plans in responding to challenging behavior?

Answer:

8. How can you involve other team members and professionals in responding to challenging behavior effectively?

Answer:

Answer Key - 2: Apply Response for Challenging Behavior

1. What is the first step in responding to challenging behavior?

Answer: The first step is to remain calm and composed to prevent the situation from escalating further.

2. How can active listening help in applying a response to challenging behavior?

Answer: Active listening allows you to understand the individual's perspective and emotions, helping you tailor your response more effectively.

3. What are some non-threatening body language cues to use during a challenging behavior incident?

Answer: Open posture, maintaining appropriate distance, and avoiding aggressive gestures are examples of non-threatening body language

4. How can you demonstrate empathy when dealing with challenging behavior?

Answer: Show understanding and acknowledgement of the individual's feelings and frustrations without judgment.

5. What is the significance of setting clear boundaries and expectations in response to challenging behavior?

Answer: Clear boundaries provide structure and help individuals understand what is expected of them, reducing confusion and frustration.

6. How can positive reinforcement be applied to encourage desirable behavior?

Answer: Offering praise or rewards when the individual displays positive behavior can reinforce and encourage those behaviors in the future.

7. What is the role of behavior support plans in responding to challenging behavior?

Answer: Behavior support plans outline personalized strategies and interventions to address challenging behavior and promote positive alternatives.

8. How can you involve other team members and professionals in responding to challenging behavior effectively?

Answer: Collaborate and communicate with others to develop a cohesive approach that addresses the individual's needs comprehensively.

Task Sheet-2.1: Applying Response for Challenging Behavior

Task Name: Applying Response for Challenging Behavior

Objectives: The objective of this task is to equip participants with the knowledge and practical skills necessary to effectively apply responses when dealing with challenging behavior.

Working Procedure:

1. Identify common triggers and underlying factors contributing to challenging behavior.
2. Utilize effective communication and de-escalation techniques to respond to challenging behavior.
3. Develop and implement behavior support plans tailored to individual needs.
4. Apply positive reinforcement strategies to encourage desirable behavior.
5. Foster a collaborative and supportive environment involving team members and professionals.
6. Evaluate progress and adjust responses to challenging behavior over time.

Learning Outcome: 3 Report and Review Incidents

Assessment Criteria	<ol style="list-style-type: none"> 1. Incidents are reported according to institutional policies and procedures. 2. Incidents are reviewed with appropriate staff and suggestions to area of responsibility are made. 3. Debriefing mechanisms and other activities are used and participated in. 4. Advice and assistance are sought from legitimate sources when appropriate
Conditions and Resources	<ol style="list-style-type: none"> 1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	<ol style="list-style-type: none"> 1 Incidents 2 Appropriate staff and suggestions to area of responsibility 3 Debriefing mechanisms 4 Advice and assistance
Training Methods	<ol style="list-style-type: none"> 1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience-3 Report and Review Incidents

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about respond to challenging behaviour	1. Instructor will provide the learning materials report and review incidents.
2. Read the Information sheet/s	2. Information Sheet-3: Report and review incidents.
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No. 3: Report and review incidents Answer key No. 3: Report and review incidents.
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:3-1:

Information Sheet 3: Report and Review Incidents

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 3.1 Incidents
- 3.2 Appropriate staff and suggestions to area of responsibility
- 3.3 Debriefing mechanisms
- 3.4 Advice and assistance

3.1 Incidents

When incidents occur, it is essential to follow established institutional policies and procedures for reporting and handling them. The process typically involves the following steps:



- **Identifying an Incident:** Recognize when an incident has occurred. Incidents can include challenging behaviors, accidents, injuries, or any other situation that deviates from normal operations and poses a risk or concern.
- **Immediate Response:** Take immediate action to ensure the safety and well-being of all individuals involved. If necessary, provide first aid or call for emergency assistance.

- **Documenting the Incident:** After ensuring safety, document the incident thoroughly. Include details such as the date, time, location, individuals involved, and a description of what happened.
- **Reporting the Incident:** Report the incident to the appropriate person or department as per institutional policy. This may involve notifying supervisors, managers, or a designated incident reporting team.
- **Completing Incident Forms:** In some cases, incident forms may be required for detailed documentation. Fill out these forms accurately, providing all necessary information.
- **Witness Statements:** Gather statements from witnesses or individuals who were present during the incident. This information can help in the investigation and understanding of what happened.
- **Investigation:** Depending on the severity and nature of the incident, there may be a formal investigation to determine the root cause and prevent future occurrences.
- **Debriefing and Support:** Offer support and debriefing to those involved in the incident, such as staff or individuals affected by the challenging behavior.
- **Review and Analysis:** Review the incident report to identify any patterns, trends, or areas for improvement. Use this information to update policies and procedures if needed.
- **Privacy and Confidentiality:** Handle incident reports with confidentiality and adhere to privacy regulations to protect the privacy of individuals involved.

3.2 **Appropriate staff and suggestions to area of responsibility**

Reviewing incidents with appropriate staff is a critical step in addressing challenging behavior effectively. This process involves:

- **Incident Review Meeting:** Schedule a meeting with relevant staff members, including those directly involved in responding to the incident and any others with pertinent expertise.
Ensure that the meeting takes place within a reasonable timeframe after the incident occurs to maintain the accuracy of details.
- **Identifying Factors and Patterns:** Encourage open discussions to identify potential underlying factors contributing to the challenging behavior.

Look for patterns or trends across multiple incidents to determine if there are consistent triggers or environmental factors.

- **Suggestions for Areas of Responsibility:** Based on the incident review and analysis, make suggestions for areas of responsibility for each staff member involved. Assign specific roles or tasks to address the incident's underlying factors and prevent similar incidents in the future.
- **Follow-Up and Monitoring:** Establish a follow-up mechanism to track progress on implementing the action plan. Schedule regular check-ins to review progress and address any challenges or adjustments needed.

3.3 Debriefing mechanisms

Debriefing mechanisms are essential in responding to challenging behavior incidents. They provide an opportunity for staff to reflect on the incident, share their experiences, and identify areas for improvement. Here are common debriefing mechanisms:

- **Structured Debriefing Protocols:** Develop a structured debriefing protocol that outlines specific questions or topics to address during the meeting. Include questions about what happened, how staff responded, and the outcomes of the intervention.
- **Identifying Successes and Challenges:** Recognize and celebrate any successes or positive aspects of the response to the challenging behavior. Identify any challenges faced during the incident and brainstorm potential solutions.
- **Continuous Improvement:** Use debriefing mechanisms as part of a continuous improvement process. Schedule regular debriefing sessions to review incidents and assess progress.
- **Encourage Staff Input:** Promote an environment where all staff members feel comfortable sharing their observations and suggestions during debriefing.

3.4 Advice and assistance from legitimate sources

Advice and assistance:

When dealing with challenging behavior, seeking advice and assistance from legitimate sources is essential to ensure that the most effective and appropriate support is provided. Here are some considerations and benefits of seeking advice from legitimate sources:



- **Expertise and Specialization:** Legitimate sources, such as behavior specialists, psychologists, or trained professionals, possess expertise and specialization in addressing challenging behavior. Their knowledge and experience can be invaluable in developing effective interventions.
- **Individualized Approaches:** Legitimate sources can provide personalized advice and recommendations based on the unique needs of the individual exhibiting challenging behavior. This individualization increases the likelihood of successful outcomes.
- **Evidence-Based Strategies:** Professionals from legitimate sources rely on evidence-based practices and interventions backed by research and proven effectiveness. Implementing evidence-based strategies enhances the likelihood of positive results.
- **Regulatory Compliance:** Seeking advice from legitimate sources ensures compliance with legal and ethical standards related to behavior management and support.
- **Crisis Intervention:** In situations involving crisis or severe challenging behavior, legitimate sources can offer guidance on safe and effective crisis intervention techniques.
- **Collaborative Approach:** Involving legitimate sources promotes a collaborative approach, where different team members work together to address challenging behavior effectively.
- **Continuity of Care:** Seeking advice from legitimate sources can help maintain continuity of care, especially if the individual receives services from multiple professionals or agencies.
- **Professional Development:** Engaging with legitimate sources fosters ongoing professional development for staff and caregivers, improving their knowledge and skills in behavior management.

Legitimate sources:

Legitimate sources are sources of information that are considered credible, reliable, and trustworthy. They are essential for research, decision-making, and acquiring accurate information. Here are some categories of legitimate sources:

- **Academic and Peer-Reviewed Journals:** Academic journals are typically considered highly reputable sources. Articles published in peer-reviewed journals have been evaluated by experts in the field for quality and accuracy.
- **Government Websites:** Official government websites and publications are reliable sources for information on laws, regulations, statistics, and public policy.
- **Educational Institutions:** Websites and publications from universities and educational institutions often provide well-researched and authoritative information.
- **Libraries:** Libraries, both physical and online, are valuable sources of credible information. They provide access to books, journals, and databases that have been vetted by experts.
- **Professional Organizations:** Organizations representing specific professions or industries often publish research, guidelines, and best practices that are considered authoritative within their fields.
- **News Outlets:** Established and reputable news organizations with a history of fact-checking and responsible journalism can be reliable sources for current events and general news.
- **Peer-Reviewed Books:** Books authored by experts in their respective fields and published by reputable publishers are typically reliable sources of information.
- **Research Institutions:** Research institutions and think tanks often produce high-quality research reports and studies that contribute to the body of knowledge in various fields.
- **Government Agencies:** Agencies like the Centers for Disease Control and Prevention (CDC) or the World Health Organization (WHO) are trusted sources for health-related information.

3.5 Reporting Procedure

Reporting procedures are essential in institutional settings to ensure that incidents, concerns, or issues are documented and addressed appropriately.

Here is a general outline of reporting procedures that staff can follow:

- **Identify the Issue:**

Staff members should first identify the incident, concern, or issue that needs to be reported. This could include safety incidents, policy violations, misconduct, client grievances, or any other relevant matter.

- **Determine Reporting Obligations:**

Staff should understand their reporting obligations. This includes knowing whether the issue must be reported internally to their immediate supervisor or manager, or if it needs to be reported to external authorities or agencies, depending on the nature of the incident and applicable regulations.

- **Document the Incident:**

Staff should document the incident or concern in detail. This documentation should include:

- Date and time of the incident.
- Location of the incident.
- Names and contact information of individuals involved or witnesses.

A description of what occurred, including any relevant facts, statements, or actions.

Any photographs or physical evidence, if applicable.

- **Follow Up:**

After making the initial report, staff should follow up with their supervisor or the designated authority to ensure that the issue is being addressed and that any necessary corrective actions are taken.

- **Continuous Improvement:**

Institutions should regularly review and update their reporting procedures to ensure they are effective in promoting safety and accountability.

Self-Check Sheet - 3: Report and Review Incidents

Questionnaire:

1. What information should be included in an incident report?

Answer:

2. Who should be informed when reporting an incident?

Answer:

3. How does reviewing incidents help improve response strategies?

Answer:

4. Who should participate in incident review meetings?

Answer:

5. What is the purpose of conducting structured debriefing sessions after incidents?

Answer:

6. How can staff provide feedback during incident review sessions?

Answer:

7. What are the benefits of maintaining confidentiality during incident reviews?

Answer:

8. How can data be used during incident reviews?

Answer:

Answer Key - 3: Report and Review Incidents

1. What information should be included in an incident report?

Answer: An incident report should include details such as the date, time, location, individuals involved, description of the incident, and any actions taken.

2. Who should be informed when reporting an incident?

Answer: Depending on the organization's policy, supervisors, managers, or designated incident reporting personnel should be informed.

3. How does reviewing incidents help improve response strategies?

Answer: Reviewing incidents provides insights into the effectiveness of current response strategies and helps identify areas for improvement.

4. Who should participate in incident review meetings?

Answer: Incident review meetings should involve relevant staff members who were present during the incident, as well as those with expertise in behavior management.

5. What is the purpose of conducting structured debriefing sessions after incidents?

Answer: Structured debriefing sessions allow for organized discussions, analysis of the incident, and identification of potential improvements in responses.

6. How can staff provide feedback during incident review sessions?

Answer: Staff can provide feedback by sharing their perspectives, observations, and suggestions related to the incident and the response provided.

7. What are the benefits of maintaining confidentiality during incident reviews?

Answer: Maintaining confidentiality encourages open and honest discussions among staff, fostering a non-blaming environment and promoting learning.

8. How can data be used during incident reviews?

Answer: Data collected before, during, and after the incident can be analyzed to identify patterns, trends, and progress in behavior management.

Task Sheet-3.1: Reporting and Reviewing Incidents

Task Name: Reporting and Reviewing Incidents

Objectives: The objective of this task is to establish a systematic process for reporting incidents promptly and conducting effective incident reviews. By the end of this task, participants should be able to:

- Understand the importance of timely incident reporting to prevent escalation.
- Know how to complete comprehensive incident reports with all necessary details.
- Conduct incident review meetings to analyze responses and identify areas for improvement.
- Promote a culture of continuous learning and development through incident reviews.

Working Procedure:

1. Introduction to Incident Reporting and Review:

- Provide an overview of the purpose and significance of incident reporting and reviews.
- Explain how incident reports and reviews contribute to improving response strategies.

2. Components of Incident Reports:

- Detail the essential components of an incident report, such as date, time, location, individuals involved, description of the incident, and actions taken.
- Provide templates or forms for incident reporting.

3. Documentation and Reporting:

- Ensure that incident reports and review outcomes are appropriately documented for future reference and continuous improvement.

Review of Competency

Below is yourself assessment rating for module **Respond to Challenging to Behavior**

Assessment of performance Criteria	Yes	No
Responses are planned to manage instances of difficult or challenging behavior		
Difficult or challenging behavior are identified and appropriate strategies are planned as required		
Safety of self, client and others is given priority according to institutional policies and procedures		
Difficult or challenging behavior is dealt according to institutional policy and procedures.		
Appropriate communication method is used to achieve the desired outcomes in responding to difficult or challenging behavior.		
Incidents are reported according to institutional policies and procedures.		
Incidents are reviewed with appropriate staff and suggestions to area of responsibility are made.		
Debriefing mechanisms and other activities are used and participated in.		
Advice and assistance are sought from legitimate sources when appropriate.		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Development of CBLM:

The Competency Based Learning Material (CBLM) of ‘**Respond to Challenging Behaviour**’ (Occupation: Caregiving for Elderly Persons, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

SI No.	Name & Address	Designation	Contact number
1	Arzina Khatun	Writer	01923007555
2	Mohammad Sayful Islam	Editor	01955286553
3	Md. Amir Hossain	Co-Ordinator	01631670445
4	Mahbub ul Huda	Reviewer	01735490491