

This resource, a series of twenty video vignettes available in a DVD+CD-ROM double pack, supports training for the CHCCS401B *Facilitate Responsible Behaviour* Unit of Competency, especially for students with English Language or Literacy difficulties.

The vignettes are:

(i) on DVD, together with a printable Facilitator's Guide and customisable student worksheets, for use in face-to-face workshops;

(ii) embedded in an interactive CD-ROM for self-paced learning through content presentation, activities and quizzes.

The vignettes provide realistically intense examples of challenging behaviours in young people in care for which high level communication skills are necessary. The interactive CD-ROM and supporting learner resources encourage flexible learning through a series of strategies and options to deal with the demonstrated behaviours. This resource is particularly useful for encouraging practice reflection and role-play and to generate discussion and workplace-specific learning and practice development for staff working with young people in care with challenging behaviours.

This is a WELL (Workplace English Language & Literacy) project funded by DEEWR.

ALERT!

New training resource for staff in Child Protection:



NOTE: The *documents* of this resource are downloadable for free from the [LitCom Training](http://litcomtraining.com) and [LiteracyNet](http://literacy.net) websites.



COST: Only \$40

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Description of Resources

| CD | Video Vignettes (DVD or online) | Content (See next page for more detail) | Learner Activities |
|-------------------|--|--|---|
| PART 1 OBSERVE | Knowing the young person: Tom's Story | The importance of getting to know the young people, reporting and gathering information and effects of trauma and resulting behaviours. | Computer Activities (See pages 20-35) ACTIVITIES BOOK: 1a Individual Profile 1b Documentation 1c Referral |
| | Communication skills: Scenario 1 | Good and bad practice in one situation demonstrating the probable responses of a young person to first ineffective and then effective communication skills. | Learners <i>role-play</i> the parts from the scenario to practise and demonstrate communication skills. Computer Activities (See pages 20-35) |
| PART 2 PREVENT | Guiding Behaviour Strategies: Scenarios 2-6 | Five incidents of challenging behaviour are portrayed. | Learners <i>choose two out of ten possible strategies</i> most suitable to use in each situation to guide the young person's behaviour in a way that would most likely prevent an outburst. Computer Activities (See pages 20-35) ACTIVITIES BOOK: 2a Calming Environment Audit 2b 'Quick Grab' Activities List 2c Cultural Sensitivities Exercise |
| | Defusing: Scenarios 7-11 | Five more incidents of challenging behaviour are portrayed. | For each incident, learners <i>choose one of three responses</i> that could effectively defuse the emotions of the young person. Computer Activities (See pages 20-35) |
| PART 3 RESPOND | Good/bad practice: Scenarios 12-16 | Five more incidents of challenging behaviour with demonstrations of bad practice followed by a replay of more effective practice in dealing with the behaviours. | Learners are challenged to <i>identify the strategies</i> that contributed to the more effective outcome. Computer Activities (See pages 20-35) ACTIVITIES BOOK: 3a Self-regulation 3b Responding to Behaviour |
| | Post-incident reflection: Scenario 17 | Demo of six stages of a post-incident reflection to assist a young person to identify triggers to unacceptable behaviour and to explore alternative behaviours. | Learners demonstrate skills facilitating reflection by <i>role-playing</i> Computer Activities (See pages 20-35) ACTIVITIES BOOK: 4a De-stress Toolkit 4b New Behaviour Goals |