



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Certificate in Understanding Distressed Behaviour in Children (RQF)

Qualification Number: 610/1298/1

Version 2

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 2	Rebranded

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 2 Certificate in Understanding Distressed Behaviour in Children (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge of distressed behaviour in children. Learners will gain a general awareness of the causes of distressed behaviour along with an understanding of appropriate ways to support a child displaying distressed behaviour.

Furthermore, learners will consider how other conditions can play a role in distressed behaviour being displayed by a child. Finally, learners will gain an understanding of how current legislation underpins approaches to providing support for a child who displays distressed behaviour.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 3 Certificate in Preparing to Work in Adult Social Care.
- Level 3 Diploma in Adult Care.
- Level 3 Diploma in Healthcare Support.

This qualification may assist with the CPD of learners in job roles such as:

- Support Workers.
- Pastoral Care Managers

Structure

Learners must achieve all credits from all mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Awareness of distressed behaviour in children	H/650/3646	2	30	4
Principles of intervention when working with children who display distressed behaviour	J/650/3647	2	28	3
Distressed behaviour and mental health in children	K/650/3648	2	12	2
Distressed behaviour and learning disabilities in children	L/650/3649	2	12	2
Distressed behaviour, sensory processing conditions and autism spectrum conditions in children	T/650/3650	2	14	2
Legislation and guidance for an individual providing support to children displaying distressed behaviour	Y/650/3651	2	14	2

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 110 hours

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 40 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 150 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to

ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assessor. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory units

Title:		Awareness of distressed behaviour in children	
Unit reference number:		H/650/3646	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand what is meant by distressed behaviour	1.1	Define the term 'distressed behaviour'.
		1.2	Define the term 'positive behaviour'.
		1.3	Describe the concept of 'distressed behaviour'.
		1.4	Identify different examples of distressed behaviour.
2.	Understand indicators and causes of distressed behaviour in children	2.1	Identify indicators that suggest a child is more likely to display distressed behaviour.
		2.2	Identify different causes of distressed behaviour being displayed by a child.
		2.3	Identify external factors that can influence distressed behaviour being displayed by a child.
3.	Understand how distressed behaviour can be assessed in children	3.1	Describe the difference between conflict and distressed behaviour displayed by a child.
		3.2	Describe the difference between aggressive and assertive behaviours in children.
		3.3	Describe different methods and techniques that can be used to assess a child's behaviour.
4.	Understand the impact of distressed behaviour when displayed by children	4.1	Describe the impact of distressed behaviour on the child displaying distressed behaviour.
		4.2	Describe the impact of distressed behaviour displayed by a child on others.
		4.3	Describe current attitudes towards distressed behaviour and how these can impact a child.
<p>Assessment requirements:</p> <p>AC 1.4 Learners must identify a minimum of three examples of distressed behaviour in each of the following categories:</p> <ul style="list-style-type: none"> • Physical. • Verbal. • Non-verbal. <p>AC 2.1 Learners must identify a minimum of five indicators that may suggest a child is more likely to display distressed behaviour.</p> <p>AC 2.3 External is defined as "coming or derived from a source outside the subject affected".</p> <p>AC 3.2 When describing the difference between aggressive and assertive behaviours, learners must identify a minimum of three examples of:</p> <ul style="list-style-type: none"> • Aggressive behaviour, • Assertive behaviour. <p>Assessment guidance:</p> <p>AC 3.3 Methods and techniques that can be used to assess a child's behaviour include:</p>			

- Observations.
- Self-reporting.
- ABC Charts.
- Cognitive behavioural assessments.
- Role-playing.
- Questioning of individuals who already support a child.

AC 4.1

Learners could describe the impact of distressed behaviour on the child displaying distressed behaviour across the following categories:

- Emotionally.
- Physically.
- Psychologically.
- Socially.

AC 4.2

When describing the impact of distressed behaviour displayed by a child on others, others can include:

- Family members.
- Support staff.
- Friends.
- Members of the public.
- Children.

AC 4.3

When describing the attitudes towards distressed behaviour and the impact this can have on a child, learners can explore:

- what a person thinks about a child who displays distressed behaviour.
- how a person feels about a child who displays distressed behaviour.
- how a person behaves towards a child who displays distressed behaviour.

Title:		Principles of intervention when working with children who display distressed behaviour	
Unit reference number:		J/650/3647	
Level:		2	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand strategies that can support children showing distressed behaviour	1.1	Outline strategies to support effective intervention when working with a child displaying distressed behaviour.
		1.2	Describe ways in which approaches to support a child who displays distressed behaviour may differ depending on a child's learning style.
		1.3	Describe key principles of an intervention model.
2.	Understand how to record incidents when working with children who display distressed behaviour	2.1	List information required when recording an incident where a child has displayed distressed behaviour.
		2.2	Describe the importance of accurate record keeping when working with a child who displays distressed behaviour.
		2.3	Identify possible consequences of not abiding by any record-keeping requirements when working with a child who displays distressed behaviour.
3.	Understand how to mitigate distressed behaviour in children	3.1	Identify signs and triggers of distressed behaviour in a child.
		3.2	Identify ways to mitigate the effects of a child displaying distressed behaviour.
		3.3	Describe the importance of working with others when supporting a child who displays distressed behaviour.
		3.4	Describe safe and effective de-escalation techniques that can be used when supporting a child who displays distressed behaviour.
4.	Understand when physical intervention should be used and the importance of using physical intervention safely when a child is displaying distressed behaviour	4.1	Explain the term 'physical intervention'.
		4.2	Identify situations where non-physical interventions should take place when a child is displaying distressed behaviour.
		4.3	Identify situations where physical interventions are justifiable when a child is displaying distressed behaviour.
		4.4	Identify appropriate steps that can be taken to ensure safety when a child is displaying distressed behaviour.
		4.5	Describe a range of physical intervention techniques to support safe working practices when a child is displaying distressed behaviour.
		4.6	Outline legislation relating to the lawful use of restraint or force
<p>Assessment requirements:</p> <p>AC 2.1 Learners must identify the typical information that would be included in an incident form.</p> <p>AC 3.1 Learners must identify a minimum of five signs and five triggers of distressed behaviour.</p> <p>AC 3.4 Learners must describe a minimum of three de-escalation techniques. De-escalation techniques can include:</p> <ul style="list-style-type: none"> • Diversion. • Relaxation. • Crisis management. • Environment adaptation. 			

AC 4.2

Learners must identify a minimum of five situations in which non-physical interventions could take place.

AC 4.3

Learners must identify a minimum of five situations in which physical interventions could take be justified.

Assessment guidance:

AC 1.1

Strategies to support effective intervention when working with a child displaying distressed behaviour can include:

- Frame information and commands as positive.
- Teach positive behaviour.
- Establish a code of conduct.
- Recognise good behaviour.
- Recognise achievements.
- Provision of quiet areas.

AC 1.2

Learners must consider the following learning styles when exploring approaches to providing support to a child showing distressed behaviour:

- Visual.
- Aural.
- Verbal.
- Physical.
- Logical.
- Social.
- Solitary.

AC 1.3

Intervention models a learner can describe can include:

- SMART.
- CLEAR.
- ARC.
- FAST.

AC 2.2

When exploring the importance of accurate record keeping when working with a child who displays distressed behaviour learners could refer to:

Company policy and procedures,

- Local authority legislation and policy,
- Governmental legislation and policy.

AC 3.3

When describing the importance of working with others when supporting a child who displays distressed behaviour, others can include:

- Family members.
- Support staff.
- Agencies.

AC 4.5

Learners can describe a range of physical intervention techniques that can be used in a justifiable situation including:

- Restraint.
- Holding.
- Positive Touching.
- Presence.

Learners could also explore a range of unsafe techniques so they are aware of physical interventions that should

be avoided including:

- Isolation.
- Door Locks.
- Environmental Manipulation.

AC 4.6

When outlining legislation relating to the lawful use of restraint or force learners can refer to the following guidance:

- [Reducing the need for restraint and restrictive intervention](#)

Title:		Distressed behaviour and mental health in children	
Unit reference number:		K/650/3648	
Level:		2	
Credit value:		2	
Guided learning hours:		12	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the characteristics of mental health	1.1	Describe what is meant by the term 'mental health condition'.
		1.2	Identify mental health conditions that can affect a child.
		1.3	Describe the characteristics of mental health conditions that can affect a child.
2.	Understand how to support children with a mental health condition displaying distressed behaviour	2.1	Identify how mental health conditions can impact the behaviour of a child.
		2.2	Identify external support resources for a child with a mental health condition who displays distressed behaviour.
		2.3	Describe approaches to providing support for a child with a mental health condition displaying distressed behaviour.
<p>Assessment requirements:</p> <p>AC 1.2 Learners must identify a minimum of 5 mental health conditions.</p> <p>AC 1.3 Learners must describe the characteristics of a minimum of 5 mental health conditions.</p> <p>AC 2.1 Learners must identify a minimum of 5 ways a mental health condition can impact behaviour.</p> <p>AC 2.2 Learners must identify a minimum of 5 sources of external support for a child with a mental health condition who displays distressed behaviour.</p>			

Title:		Distressed behaviour and learning disabilities in children	
Unit reference number:		L/650/3649	
Level:		2	
Credit value:		2	
Guided learning hours:		12	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the characteristics of learning disabilities	1.1	Describe what is meant by the term 'learning disability'.
		1.2	Identify different conditions which can give rise to learning disabilities.
		1.3	Describe the characteristics of different conditions which can give rise to learning disabilities.
2.	Understand how to support children with a learning disability displaying distressed behaviour	2.1	Identify how a learning disability can impact the behaviour of a child.
		2.2	Identify external sources available to support a child with a learning disability who displays distressed behaviour.
		2.3	Describe approaches to providing support to a child with a learning disability displaying distressed behaviour.
<p>Assessment requirements:</p> <p>AC 1.2 Learners must identify a minimum of 5 conditions which are associated with learning disabilities.</p> <p>AC 1.3 Learners must describe the characteristics of a minimum of 5 conditions which are associated with learning disabilities.</p> <p>AC 2.1 Learners must identify a minimum of 5 ways a learning disability can impact behaviour.</p> <p>AC 2.2 Learners must identify a minimum of 5 sources of external support.</p> <p>Assessment guidance:</p> <p>AC 1.1 When describing the term 'learning disability', learners could consider:</p> <ul style="list-style-type: none"> • Areas a learning disability could affect e.g. reading, writing, personal care and social interaction. • Possible special educational needs (SEN). • The severity of a learning disability. • Causes of a learning disability. <p>AC 2.3 Approaches to support a child with a learning disability showing distressed behaviour can include:</p> <ul style="list-style-type: none"> • Use of different types of communication. • Mitigate triggers. • Support the child in expressing themselves. 			

Title:		Distressed behaviour, sensory processing conditions and autism spectrum conditions in children	
Unit reference number:		T/650/3650	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the characteristics of sensory processing conditions and autism spectrum conditions	1.1	Describe what is meant by the term 'autism spectrum condition'.
		1.2	Describe what is meant by the term 'sensory processing condition'.
		1.3	Identify the characteristics displayed by an individual with a: <ul style="list-style-type: none"> • Hyposensitivity. • Hypersensitivity.
		1.4	Identify the characteristics displayed by an individual with a: <ul style="list-style-type: none"> • Level 1 autism spectrum condition. • Level 2 autism spectrum condition. • Level 3 autism spectrum condition.
2.	Understand how to support children with an autism spectrum condition displaying distressed behaviour	2.1	Identify how an autism spectrum condition can impact the behaviour of a child.
		2.2	Identify external sources available to support a child with an autism spectrum condition displaying distressed behaviour.
		2.3	Describe approaches to providing support to a child with an autism spectrum condition displaying distressed behaviour.
3.	Understand how to support children with a sensory processing condition displaying distressed behaviour	3.1	Identify how a sensory processing condition can impact the behaviour of a child.
		3.2	Identify external sources available to support a child with a sensory processing condition displaying distressed behaviour.
		3.3	Describe approaches to providing support to a child with a sensory processing condition displaying distressed behaviour.
<p>Assessment requirements:</p> <p>AC 2.1 Learners must identify a minimum of 5 ways an autism spectrum condition can impact behaviour.</p> <p>AC 2.2 Learners must identify a minimum of 5 sources of external support for a child with an autism spectrum condition displaying distressed behaviour.</p> <p>AC 3.1 Learners must identify a minimum of 5 ways a sensory processing condition can impact behaviour.</p> <p>AC 3.2 Learners must identify a minimum of 5 sources of external support for a child with a sensory processing condition displaying distressed behaviour.</p> <p>Assessment guidance:</p> <p>AC 2.3 Approaches to support a child with an autism spectrum condition showing distressed behaviour can include:</p> <ul style="list-style-type: none"> • Use of clear communication. • Use of different types of communication. • Use of rewards. 			

- Positive Behaviour Support.
- Provide alternative sensory outputs.

AC 3.3

Approaches to support a child with a sensory processing condition showing distressed behaviour can include:

- Identify and mitigate triggers.
- Remove sensory discomforts.
- Adapt the environment.

Title:		Legislation and guidance for an individual providing support to children displaying distressed behaviour	
Unit reference number:		Y/650/3651	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation relevant to distressed behaviour in children	1.1	Identify legislation that underpins approaches to support a child displaying distressed behaviour.
		1.2	Describe key points of legislation that underpin approaches to support a child displaying distressed behaviour.
		1.3	Explain the consequences of not abiding by relevant legislation when providing support to a child displaying distressed behaviour.
2.	Understand wider support available when working with children who display distressed behaviour	2.1	Identify external sources available to support an individual when working with a child who displays distressed behaviour.
		2.2	Describe reasons why external support may be required by an individual when working with a child displaying distressed behaviour.
		2.3	Identify how individuals who provide support to a child who displays distressed behaviour can contact external sources for support.
3.	Understand how UK legislation can support the human rights of children who display distressed behaviour	3.1	Identify legislation designed to promote the human rights of a child who displays distressed behaviour.
		3.2	Identify legislation designed to promote the inclusion of a child who displays distressed behaviour.
		3.3	Identify legislation designed to promote equal life chances for a child who displays distressed behaviour.

Assessment requirements:

AC 1.1

Learners must identify a minimum of 5 pieces of legislation that underpin approaches to support a child displaying distressed behaviour.

AC 1.2

Learners must describe the key points of 2 pieces of legislation that underpin approaches to support a child displaying distressed behaviour.

AC 1.3

Learners must explore the consequences of not abiding by relevant legislation when providing support to a child displaying distressed behaviour for the:

- Individual supporting a child.
- Child.

AC 2.1

Learners must identify a minimum of 5 sources of external support available to support an individual when working with a child who displays distressed behaviour.

AC 2.2

Reasons why external support may be required when working with a child who displays distressed behaviour include:

- Being overwhelmed.
- Lack of knowledge.
- Legal support.
- Further information or advice.

- Mental health support.

AC 2.3

Learners must identify how both workers and parents can access support when they are actively providing support to a child who displays distressed behaviour.

AC 3.1

Learners must identify a minimum of 2 pieces of legislation that promote the human rights of a child who displays distressed behaviour.

AC 3.2

Learners must identify a minimum of 2 pieces of legislation that promote the inclusion of a child who displays distressed behaviour.

AC 3.3

Learners must identify a minimum of 2 pieces of legislation that promote equal life chances for a child who displays distressed behaviour.