

## ***Neil Dawn Associates***

The Company is well established and has been delivering quality training and learning opportunities for people over the last 10 years. Based in County Mayo the Company delivers programmes from level 3 to Level 9 on the National Framework. It is a FETAC and City & Guilds Registered Centre and specialises in the delivery of programmes in management and care home skills @ levels 5 & 6. All our trainers are highly experienced and bring with them a wealth of knowledge into our "Learning" programmes. Our philosophy is to provide opportunities for people to gain access to life long learning in an inclusive and supportive learning environment.

### ***Challenging Behaviour***

It is widely recognised that most challenging behaviour in dementia etc. is an attempt at communicating an unmet need. The assessment of these needs is critical in finding robust solutions to those who display challenging behaviour. A common principle in behaviour management is searching for the message an individual is communicating through their challenging behaviour.

"All Behaviour Has Meaning".

The programme seeks to enter the world of those with dementia etc as the key to solving the confusion is to help people with dementia feel safe and listened to, and find something familiar for them to anchor to.

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Neil Dawn Associates  
is a

FETAC & City & Guilds  
Registered Centre



### **Neil Dawn Associates**

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# **DEALING WITH CHALLENGING BEHAVIOUR**

***FETAC Level 5***



## Introduction

This three day nationally accredited programme dealing with *challenging behaviour*, particularly in people with *Dementia* takes people who care for the elderly through a carefully crafted journey of learning. This programme will give participants the skills, knowledge and competences to apply in dealing with *challenging behaviour* in a care home setting.

## Aim of the Programme

Is to equip those who work with elderly people in a care home setting to understand the implications and acquire the practical skills of dealing with residents with *challenging behaviour*

## Learning Outcomes

The programme has been designed to fulfil the following outcomes:-

- Understand the theory and issues concerned with *challenging behaviour*
- Acquire knowledge of the underlying causes of *challenging behaviour*
- Become familiar with the ABC and the NDB Models as an approach in dealing with *challenging behaviour*
- Able to gather appropriate information of individuals who have challenging behaviour issues and develop a Behaviour Support Plan
- Gain the theory and practical skills associated with control and restraint of residents

## Programme Content

The programme has been split into four modules of learning.

### Module 1

- Understanding the Causes of Challenging Behaviour

### Module 2

- Models of Behaviour Change

### Module 3

- Recognising and Dealing with Challenging Behaviour

### Module 4

- Control & restraint of those displaying challenging behaviour

## Assessment process

The Assessment process will include:-

1. A written project of 1,000 words
  - i. (60%)
2. 2 written assignments of 500 words each
  - i. (40%)

## Certification

Successful candidates will receive a FETAC Level 5

In Challenging Behaviour (L22559)



## Key Messages

- The programme is intended to develop new ways of dealing with challenging behaviour in *Residential Care Home Setting*
- Participants will gain an overview of the knowledge and skills required.
- Participants will be able to describe and demonstrate the role and responsibilities of people working in *Residential Care Home* setting
- Care Home staff will understand the legal and moral responsibilities of the subject matter

## Programme Duration

Three day programme with 6hrs of self learning.

## Admission Requirements

- General standard of education
- Commitment to learning in a group Setting
- Good to general standard of English

*This “learning” programme uses techniques that increase individual’s ability to learn and foodesire to implement new learning. Each session will be highly participative, with practical exercises, role-play and plenary discussion.*