



**This unit must be assessed in the workplace.**

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand principles of supporting the development of positive behaviour in children	1.1	Outline theories of behaviour development in children				
		2	Be able to establish behavioural goals and boundaries with children	2.1	Communicate with a child about their behaviour according to their level of ability and understanding		
2		2.2	Explain to a child the expectations about their behaviour				
		2.3	Explain to a child why goals and boundaries must be set for their behaviour				
		2.4	Identify behavioural goals and boundaries that will support positive behaviour with: <ul style="list-style-type: none"> <li>• A child</li> <li>• <b>Key people</b></li> <li>• <b>Others</b></li> </ul>				
		2.5	Record agreed behavioural goals and boundaries in line with work setting requirements				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to support children to understand their behaviour	3.1	Communicate with a child to develop understanding of when their behaviour is acceptable and when it is unacceptable			
	3.2	Work with a child to develop understanding of the consequences of: <ul style="list-style-type: none"> <li>• Acceptable behaviour</li> <li>• Unacceptable behaviour</li> </ul>			
	3.3	Work with a child to develop recognition of the benefits of positive behaviour for <ul style="list-style-type: none"> <li>• Themselves</li> <li>• <b>Key people</b></li> <li>• <b>Others</b></li> </ul>			
	3.4	Communicate with a child to develop an understanding of why they behave in certain ways			
	3.5	Work with a child to develop an understanding of how they are feeling when they engage in unacceptable behaviour			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to support children to achieve behavioural goals and adhere to agreed boundaries	4.1	Work with a child to identify behaviours that show that they are meeting behavioural goals				
		4.2	Work with <b>key people</b> and <b>others</b> to provide consistent support to a child to help them meet behavioural goals and agreed boundaries				
		4.3	Use stimulating and achievable activities to engage children to support them to meet agreed behavioural goals and boundaries				
		4.4	Provide constructive feedback to a child on meeting behavioural goals and agreed boundaries				
		4.5	Use praise to reinforce positive behaviour in a child				
		4.6	Support the positive behaviour of children through own actions				
		4.7	Use agreed interventions to help a child end an instance of unacceptable behaviour				
		4.8	Work with a child to develop their understanding of why they engaged in unacceptable behaviour				
		4.9	Work with a child to develop their understanding of how they might have behaved differently				
		4.10	Record progress towards the achievement of behavioural goals in line with work setting requirements				
		4.11	Record instances of unacceptable behaviour in line with work setting requirements				
		4.12	Identify sources of help and support where there are concerns about the behaviour of a child				

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_