

432

ENABLE FAMILIES TO ADDRESS ISSUES WITH INDIVIDUALS' BEHAVIOUR

Unit overview

Elements of competence

- 432a Negotiate and agree with families how they may help individuals address their behaviour
- 432b Support families as they help individuals address their behaviour
- 432c Enable families to review the effectiveness of addressing individuals' behaviour

About this unit

For this unit you need to enable families to address issues with individuals' behaviour (such as aggression, behaviour that exposes the individual or others to risk, substance abuse, bullying). The main reason for undertaking this work is as a preventive measure to address behaviour before it becomes problematic and tending towards self-harm, harmful to others or triggers crisis situations within the family. It involves working with families to enable them to understand the reasons for the individual behaving in a certain way and the context of the behaviour. You enable families to support the individual to address their current ways of behaving and develop positive alternatives. You will have an important role in enabling families, and through them the individual, to develop an insight into their behaviour.

The term 'families' has been used to encompass the parents, relatives and significant others who are centrally involved with the individual including those who are *in loco parentis* to children and young people (including local authorities).

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Changes in: the individual's behaviour; the needs and circumstances of the family; the broader social context.

Factors in relation to: the individual's personal beliefs and preferences (eg membership of a political group); the individual's educational and employment background; the individual's age and stage of development; the gender of the individual; the mental and physical health of the individual; social factors (eg peer group contact, discrimination; aspects of their personal circumstances (eg history of abuse, neglect, changes in the family structure or relationships, changes in social and other contexts outside the home; environmental and material aspects (eg social deprivation).

Others: education and training organisations; mental health agencies; voluntary agencies that the individual might engage with; self-help and/or community groups.

Support: training and development; coaching and mentoring; information, advice and guidance; material resources.

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Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Stages of their development

May be age-related and/or related to the individual's mental health or developmental stage

Families

Used to include the parents, relatives and significant others who are centrally involved with the individual including those who are *in loco parentis* to children and young people (including local authorities)

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432a

Negotiate and agree with families how they may help individuals address their behaviour

Performance criteria

You need to show that:

- 1 You discuss with the family the concerns they have about the individual's behaviour and the issues that the behaviour causes for them and for others
- 2 You enable families to understand:
 - the nature of mental health problems within the family and how these may impact on relationships and behaviour
 - how individuals are likely to behave at different **stages of their development**
 - the benefits of different types of behaviour
 - the factors that may have contributed to the individual's behaviour
 - the extent to which the behaviour is problematic or a natural part of development
- 3 You evaluate the understanding, willingness, confidence and commitment of the family and the individual (within the family) to address the behaviour of the individual
- 4 You evaluate the risks to the individual and their family of addressing or not addressing their behaviour
- 5 You discuss and agree with **families**:
 - what they will have to do to address the behaviour of the individual
 - the commitment to the process that they will need to make
 - the impact that it may have on their own behaviour and how they relate to the individual
 - the support that will be available to them
 - when and how the process will be reviewed
- 6 You record accurately, legibly and completely:
 - the commitments that families make to addressing the behaviour of the individual
 - the support that has been agreed to help them do so
 - how the work will be reviewed

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432b Support families as they help individuals address their behaviour

Performance criteria

You need to show that:

- 1 You provide accurate information to families on:
 - the support that will be available to them
 - how and when they should contact you
 - how your work relates to that of others

- 2 You interact with families and individuals throughout in a manner which:
 - models good behaviour and communication
 - is appropriate to the background, culture, circumstances and needs of the individual and the family
 - encourages an open exchange of views
 - minimises any constraints to communication
 - is free from discrimination and oppression
 - enables individuals to make their own contribution

- 3 You provide appropriate support to the family of the individual taking account of:
 - the experience and understanding of the family
 - their confidence in being able to change the individual's behaviour
 - the nature and history of the relationships in the family and how these affect the individual and other family members
 - the behaviour of the individual

- 4 You encourage families to seek further advice and support when they are in need of it

- 5 You maintain ongoing contact and monitor the well being of families as they seek to address the individual's behaviour, responding to any queries, concerns and lack of perceived progress that they have

- 6 You praise the work which families and individuals make in addressing behaviour, enable them to see how far they have progressed and the benefits that it brings

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432c Enable families to review the effectiveness of addressing individuals' behaviour

Performance criteria

You need to show that:

- 1 You monitor how the work families are undertaking with individuals is progressing
- 2 You encourage families and individuals to offer feedback on:
 - the progress the individual is making
 - the effectiveness of the family acting in a different way to the individual
 - their feelings about what has happened
- 3 You identify significant changes in discussion with the family and the individual and the impact of these changes on the individual
- 4 You agree with families and the individual whether there is a need for continued support and if so, the nature of it
- 5 You record information accurately and completely and store it safely
- 6 You communicate information to others who have the right and need to know at a time, and in a manner, which is of maximum benefit to them

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

Values

- 1 How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself
- 2 Behaviours which demonstrate value for others and those which do not
- 3 How you have applied the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures

- 4 How to use legislation, guidelines of good practice, protocols, charters and service standards in work with individuals and their families
- 5 The role of your agency and its services and how they relate to other agencies and services in the sector
- 6 The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made.
- 7 Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

Theory and practice

- 8 The nature and structure of families and how these differ according to context and culture
- 9 The significance of the relationships within families
- 10 The family's central role in the development and welfare of all family members including individuals with mental health needs
- 11 The impact of the broader social environment on families and individuals (eg area of material deprivation, poor housing, poverty)
- 12 How others may be affected by individuals' behaviour - practically, emotionally, socially
- 13 Strategies to constructively challenge individual's behaviour and promote pro-social alternatives
- 14 How to gauge the level of interest and willingness of the family to address individual's behaviour; the support, information and resources which people may need, what is available from your own agency and from other agencies, and how to access them
- 15 Ways of encouraging and supporting families to take an active role to address an individual's behaviour; the options for supporting families that you considered and the reasoning processes you used in determining the most appropriate options for the people and the individuals concerned
- 16 The conflicts of interest there may be between the needs of families and individual family members; methods of handling tensions between people and the individuals with whom you are working
- 17 Normal patterns of physical, social, psychological and emotional development and the ways in which such development can be affected by mental illness

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Knowledge specification for the whole of this unit (continued)

- 18 The relationship between physical, social, psychological and emotional development and behaviour and associated patterns
- 19 The effect of family relationships on the physical, social, psychological and emotional development of individuals
- 20 The need for individuals to develop their own views and thoughts and become independent, especially children and young people and those with mental health needs
- 21 The effects of families on individuals particularly when they have their own issues and needs (eg mental health, substance use)
- 22 The options you considered in your work and the reasoning processes you used in relating to different families and individuals within those families

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Evidence requirements for this unit:

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria, and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg procedures and policies, minutes of meetings and records and reports, monitoring records, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTEC courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to individuals and families.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

NB Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.