

F9R1 04 (GB12) Work with Families and Carers towards Addressing Individuals' Problematic Behaviour

Elements of competence

- GB12.1 Establish effective relationships with families and carers**
- GB12.2 Maintain effective relationships with families and carers**
- GB12.3 Disengage from relationships with families and carers**

About this Unit

This Unit is about working with the families and carers of individuals with problematic behaviour to enable them to understand the reasons for that behaviour and to provide appropriate support to the individuals towards addressing such behaviour.

Problematic behaviour is that which might be considered to be anti-social, challenging or offending.

The term 'families and carers' is intended to include the parents, relatives and any significant others who are involved closely with individuals, including any third parties acting in the role of parents for children and young people.

Target Group

This Unit is applicable to those who have a specific responsibility for working with the families and carers of individuals.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.

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Specific Evidence Requirements for this Unit
Simulation:
Simulation is not permitted for this Unit.
The following forms of evidence ARE mandatory:
<p>Direct Observation: Your assessor or expert witness must observe you in real work activities which provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you setting up or attending a meeting between yourself and other members of staff as well as other agencies to look at any proposed services/initiative/programmes being set up to support families and carers of offenders or individuals with anti-social behaviour. Or a meeting where the candidate is seeking advice on referring on the family and carers to other individuals who can provide more appropriate support.</p> <p>Reflective Account/professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of a meeting or any proposed activities/programmes or services provided by agency to reduce anti-social or offending behaviour. An account of any recommendations regarding good practice and how you kept your colleagues informed of developments. Accounts of the outcomes you feel have been achieved and how you ended the service, or the process of transferring the family/carers on to other more appropriate services. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<p>Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.</p> <p>Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.</p> <p>Working within the Youth Justice field can pose a number of challenges for direct observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be require to work closely with your assessor in the evidence gathering process.</p> <p>Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.</p> <p>Products: These can be anonymised copies of any agency approved forms, assessments, parenting orders, monitoring and evaluation tools or copies of any agency approved programmes you have implemented. Where products have not been developed or compiled by the candidate you need to provide an explanation of the contribution you made to them or your reasoning for offering them to the staff or other organisations, eg brochures and publicity or marketing material.</p> <p>Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.</p>

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General guidance

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria, ALL of the knowledge and parts of the scope that are relevant to your job.
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

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Knowledge Specification for 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.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 Legislation and guidelines of effective practice, relating to your work with individuals and their families and carers.	
2 The role of your organisation and its services, and how they relate to other organisations and services in the sector.	
3 Your organisation'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.	
4 How to apply the principles of equality, diversity and anti-discriminatory practice.	
5 The nature and structure of families and carers acting in the role of parents, and the diversity of these in different contexts and cultures.	
6 The significance of the relationship between families and carers and individuals, including the central role of families and carers in the development and welfare of individuals.	
7 Methods of enabling families and carers to increase their awareness of, and to develop, parenting skills.	
8 The different forms and range of effective communication, and the effect of culture on communication.	
9 Behaviours which demonstrate respect for others and those which do not.	
10 Working methods and styles which may be used in developing, sustaining and enabling families and carers to move on from relationships.	
11 The impact of the broader social environment on families and carers and individuals, including areas of material deprivation, crime and the fear of crime, poor housing and poverty.	
12 Physical, social, psychological and emotional development of individuals, and the ways in which such development can be affected.	
13 The effect of parenting and family relationships on the physical, social, psychological and emotional development of individuals	
14 The effects of families on individuals, particularly when family members have their own issues and needs.	
15 Your own role and responsibilities and from whom assistance and advice can be sought.	

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GB12.1 Establish effective relationships with families and carers

Performance Criteria		DO	RA	EW	Q	P	WT
1	Obtain and review available information and any assessments regarding individuals and their families and carers ahead of meetings, familiarising yourself with their circumstances and identified needs, including, where relevant, the need for an interpreter.						
2	Explain clearly and accurately your role and responsibilities, the reason for your contact, and how this relates to the work of others.						
3	Explain clearly your objectives and the nature and boundaries of your contact with the family and carers, including the information that might need to be shared with others, and the reason for this.						
4	Establish the preferred names of those with whom you are dealing and how they wish to be addressed.						
5	Explain clearly and accurately the range of relevant services that may be available both from your organisation and other agencies.						
6	Explore with the family and carers what they expect from you and your organisation.						
7	Discuss and agree with the family and carers the nature of the individual's problematic behaviour, aspects that can be built upon, and the risks associated with addressing, and not addressing, the behaviour.						
8	Agree any issues that the family and carers wish to remain confidential, where appropriate.						
9	Gain commitment from family and carers to the process.						
10	Explain to parents and carers, where necessary, their legal rights and responsibilities relating to Parenting Orders.						
11	Model pro-social behaviour, free from discrimination or aggression, and encourage an open exchange of views.						
12	Communicate in a manner, and at a pace, appropriate to those present.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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GB12.2 Maintain effective relationships with families and carers

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Maintain contact with families and carers at a frequency and using methods consistent with your role, their agreed needs, and organisational and statutory requirements.				
2	Enable families and carers to understand the factors that may have contributed to the individuals' behaviour.						
3	Agree with the families and carers their goals in supporting individuals with problematic behaviour, assisting them to ensure that these are relevant and realistic.						
4	Discuss and agree the actions that families and carers are to take if these goals are to be attained.						
5	Offer constructive support and positive regard to families and carers, acknowledging the difficulties that can be faced by individuals.						
6	Discuss and agree positive aspects of individuals, enabling their families and carers to recognise individuals' positive attributes.						
7	Review with families and carers their progress towards achieving their goals, and their impact upon the problematic behaviour of individuals, exploring with them any obstacles, and ways in which these might be overcome.						
8	Review and evaluate with families and carers their ongoing understanding, willingness and confidence to address the problematic behaviour of individuals, and address this appropriately.						
9	Offer prompt and constructive feedback to families and carers, recognising achievement.						
10	Refer families and carers promptly and correctly to relevant others where they have needs beyond your own role, or area of competence.						
11	Maintain full and accurate records of your contact with families and carers, and of the resultant outcomes.						

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GB12.3 Disengage from relationships with families and carers

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Review regularly your work with families and carers, and assess whether there is a continuing need to maintain the relationship.				
2	Seek feedback from families and carers upon their experience.						
3	Where your contact with families and carers is to end, summarise clearly and accurately the outcomes achieved.						
4	Offer appropriate support to families and carers to assist them in engaging with other relevant organisations towards sustaining their progress.						
5	Alert appropriate parties to issues that families and cares may experience due to your disengagement.						
6	Maintain accurate and complete records of the work with families and carers, the outcomes achieved, and the situation at the point of disengagement, sharing this information with the families and carers, and other relevant parties, where appropriate and possible.						

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To be completed by the candidate

I submit this as a complete Unit

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I certify that sufficient evidence has been produced to meet all the Elements, PCs and Knowledge of this Unit.

Assessor's name:

Assessor's signature:

Date:

Assessor/internal verifier feedback

To be completed by the internal verifier if applicable.

This section only needs to be completed if the Unit is sampled by the internal verifier.

Internal verifier's name:

Internal verifier's signature:

Date: