

F9R2 04 (EC8) Support and Encourage Individuals in Addressing their Problematic Behaviour

Elements of competence

- EC8.1 Help individuals to understand the problematic aspects of their behaviour and associated risks**
- EC8.2 Help individuals to address the problematic aspects of their behaviour**

About this Unit

This Unit is about helping individuals who have offended, or are at risk of offending, to understand why aspects of their behaviour might be considered offensive, and the benefits of addressing such aspects. This includes challenging individual behaviour and providing support and encouragement for change. You need to recognise the complex range of factors which may lead to offending and be able to help individuals value themselves and others. Such work may take place opportunistically during ongoing contact with the individual, or occur during more formal interventions.

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

Target Group

This Unit applies to all workers who help individuals to address their offending behaviour, but who may not necessarily hold case management responsibility.

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:
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 observe you during contact with individual(s) discussing their problematic behaviour. You could be observed discussing issues relating to particular individuals with colleagues and/or other agencies involved.
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 your actions in preparing for a meeting with individual(s) and the steps you took to encourage them to understand and address their problematic behaviour. This could include how you responded to abusive, aggressive or discriminatory behaviour in a constructive way. You could also include an explanation of how legislation, policies and procedures affect your practice.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
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.
Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.
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 required to work closely with your assessor in the evidence gathering process.
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.
Products: These can be anonymised copies of any reports, risk assessments, written agreements, behaviour support plans, progress reports, panel reports or any other agency approved forms. Where products have not been completed by the candidate you need to provide an explanation of the contribution you made, eg how you assisted in planning intervention programmes.
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.

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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 and ALL of the knowledge.
- ◆ 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 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 The impact of physical, social, psychological and emotional development upon the behaviour of individuals.	
2 How equality and inequality can affect people.	
3 The impact of crime on victims and their need for protection, respect, recognition and information.	
4 Different ways of encouraging individuals to see the need to change their behaviour and develop the motivation to do so.	
5 The obstacles to change which may exist for individuals and methods of overcoming them.	
6 Why it is important to help individuals consider the effects of their choices on others and to have ownership of, and be responsible for, the decisions that they make.	
7 The evidence for the effectiveness of different ways of supporting individuals to change their behaviour.	
8 The legislation which relates to the work which you undertake, and how you have taken this into account in your work.	
9 Any particular factors relating to the agency's policies and practices which have affected the work undertaken.	
10 The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies.	
11 The ways in which individual's culture and gender influence your practice.	
12 How to apply the principles of equality, diversity and anti-discriminatory practice to your work.	
13 How to evaluate your own competence when at work and to decide when further support and expertise are needed.	

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EC8.1 Help individuals to understand the problematic aspects of their behaviour and associated risks

Performance Criteria		DO	RA	EW	Q	P	WT
1	Communicate in a manner appropriate to the individual, and which is free from discrimination and oppression.						
2	Encourage an open exchange of views and information.						
3	Encourage individuals to reflect on their behaviour, to identify the problematic aspects and their consequences.						
4	Encourage individuals to consider the potential impact of their behaviour upon themselves, upon the public, including actual and potential victims of crime and people significant to the individual, people working with the individual, and to property.						
5	Identify and discuss those aspects of their behaviour which concern them, and other people, and the individual's own priorities in relation to their behaviour.						
6	Offer relevant information and advice on the advantages of positive change and in a manner which recognises the complexity of the situation.						
7	Explore with the individual their attitudes to offending and their motivation to change.						
8	Challenge constructively attitudes and behaviour which are abusive, aggressive or discriminatory, whilst taking account of personal safety.						
9	Seek advice and support promptly when team discussion and supervision are appropriate.						
10	Complete records accurately and clearly and store them according to your organisation's requirements.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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EC8.2 Help individuals to address the problematic aspects of their behaviour

Performance Criteria		DO	RA	EW	Q	P	WT
1	Encourage individuals to value themselves positively and to recognise their strengths and ability to change.						
2	Explore with individuals ways to address the problematic aspects of their behaviour and the implications of such changes.						
3	Assist individuals to make an informed selection of options which they are able to put into practice and to which they are committed.						
4	Assist individuals to develop realistic and achievable goals, and to identify how and when they should review their progress towards their goals.						
5	Clarify with individuals the support available to them.						
6	Support individuals according to their particular needs, your own role and responsibilities, and statutory requirements and agency practice.						
7	Provide constructive feedback to individuals and reinforce positive changes in their behaviour.						
8	Assist individuals to reflect on their progress and the factors that have contributed to their change in behaviour.						
9	Communicate all relevant information promptly to all authorised parties.						
10	Complete records accurately and clearly and store them according to agency requirements.						

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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: