

H5V2 04 (SFJ BB2) — Model Pro-social Behaviour When Working With Individuals

Overview

Summary

This Unit is about modelling pro-social behaviour when communicating with individuals, as part of a strategy designed to address the problematic behaviour of such individuals. It therefore includes helping individuals to recognise and to take responsibility for their own behaviour and obligations to others.

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

There are two elements:

- 1 Model pro-social behaviour in establishing working relationships.
- 2 Maintain effective relationships which reinforce pro-social behaviour.

Target Group

This Unit is applicable for those working with individuals at risk of anti-social behaviour and/or offending, or of re-offending.

Performance Criteria — What you do in your job

You must provide evidence to meet all the 20 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Model pro-social behaviour in establishing working relationships

	Performance Criteria	Evidence Number where this criteria has been met
1	Obtain and review all relevant and available information, including assessments, regarding individuals ahead of meetings, familiarising yourself with their circumstances, behaviour and identified needs.	
2	Identify any required information that is missing, and take the necessary steps to obtain it.	
3	Explain clearly and accurately your role and responsibilities, and how this relates to the relevant work of others.	
4	Identify any potential issues for your relationship with the individual due to their gender or any other factors, and take the appropriate actions promptly and sensitively.	
5	Explain clearly your objectives and the nature and boundaries of the relationship with the individual, including expectations from the individual.	
6	Explore with individuals what they expect from you and your organisation.	
7	Engage constructively with the individual and model pro-social behaviour, encouraging an open exchange of views, and free from discrimination or oppression.	
8	Communicate in a manner and at a level and pace appropriate for the individual.	

Model pro-social behaviour in establishing working relationships (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Provide constructive feedback to points raised by the individual and behave in a manner which promotes their value as individuals.	
10	Challenge constructively any attitudes and behaviour by the individual which prejudice the rights of others or which are anti-social, whilst taking account of your own personal safety.	

Maintain effective relationships which reinforce pro-social behaviour

11	Maintain contact with individuals at a frequency and using methods consistent with your role, their needs and organisational and statutory requirements.	
12	Explore and identify the individual's interests, needs and concerns, identifying factors known to cause problematic behaviour.	
13	Challenge constructively prejudice, discrimination and problematic behaviour when it occurs.	
14	Explore constructive ways of changing attitudes and behaviour which promote inclusion and social behaviour.	
15	Agree with individuals relevant and realistic goals, and the actions that they need to take if the goals are to be attained.	
16	Review with individuals their progress towards achieving their goals, exploring with them any barriers, and ways in which these might be overcome.	
17	Offer prompt and constructive feedback to individuals regarding their progress, recognising achievement and encourage them to own their success.	

Maintain effective relationships which reinforce pro-social behavior (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Act as a role model for pro-social behaviour in your workings with individuals.	
19	Where your contact with individuals is to end, summarise clearly and accurately the outcomes achieved.	
20	Assist individuals in finding ways to sustain their behaviour change.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 17 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legislation, guidelines and good practice relating to your work with individuals, and their impact for your work.	
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	Physical, social, psychological, emotional and intellectual development of individuals, and the ways in which such development can be affected.	
6	The effect of parenting and families on individuals in relation to their ability to form other relationships.	
7	The influence that peers can have upon the individual.	
8	The impact of the broader social environment on individuals, including areas of material deprivation, crime and the fear of crime, poor housing and poverty.	
9	The effect that being in care has on individuals.	

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
10	Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others.	
11	The importance of your role as a positive role model to reinforce pro-social behaviour, and ways of monitoring your own effectiveness in this.	
12	Behaviours which demonstrate respect for others and those which do not.	
13	The different forms and range of effective communication, and the effect of culture on communication, including when physical contact is appropriate and when it is not.	
14	How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others.	
15	The impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality, and why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims.	
16	Reactions to the experience of crime, and the factors which affect how individuals react to and recover from their experience.	
17	Your own role and responsibilities and from whom assistance and advice can be sought.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	