

## **H5RA 04 (SFHM H11) — Enable Families to Address Issues With Individuals' Behaviour**

### **Overview**

This standard is about enabling families to address issues with individual's 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, harm to others or triggering 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.

This standard applies to those who work with families to address issues with individuals' behaviour. The individual may be a family member with mental health needs but sometimes this work may occur when a parent or sibling of a child or young person has mental health needs and a worker recognises that preventive work needs to be undertaken in relation to the individual to minimise the risk of triggering crisis situations within the family. While the standard has a clear relevance to work with the families of children and young people, it is not restricted to this age range and also applies to work with the families of adults and older people who are living within the family environment.

Users of this standard will need to ensure that practice reflects up to date information and policies.

## **Additional Information**

### **Links to other NOS**

This National Occupational Standard also appears in the Health and Social Care National Occupational Standards.

### **External Links**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB4 Enablement to Address Health and Wellbeing

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 18 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.

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	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	Enable families to understand: <ul style="list-style-type: none"> <li>2.1 the nature of mental health problems within the family and how these may impact on relationships and behaviour.</li> <li>2.2 how individuals are likely to behave at different stages of their development.</li> <li>2.3 the benefits of different types of behaviour.</li> <li>2.4 the factors that may have contributed to the individual's behaviour.</li> <li>2.5 the extent to which the behaviour is problematic or a natural part of development.</li> </ul>	
3	Evaluate the family's and individuals' (within the family) understanding, willingness, confidence and commitment to address the behaviour of the individual.	
4	Evaluate the risks to the individual and their family of addressing or not addressing their behaviour.	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
5	<p>Discuss and agree with families:</p> <p>5.1 what they will have to do to address the behaviour of the individual.</p> <p>5.2 the commitment to the process that they will need to make.</p> <p>5.3 the impact that it may have on their own behaviour and how they relate to the</p> <p>5.4 the support that will be available to them.</p> <p>5.5 when and how the process will be reviewed.</p>	
6	<p>Record accurately, legibly and completely:</p> <p>6.1 the commitments that families make to addressing the behaviour of the</p> <p>6.2 the support that has been agreed to help them do so.</p> <p>6.3 how the work will be reviewed.</p>	
7	<p>Provide accurate information to families on:</p> <p>7.1 the support that will be available to them.</p> <p>7.2 how and when they should contact you.</p> <p>7.3 how your work relates to that of others.</p>	
8	<p>Interact with families and individuals throughout in a manner which:</p> <p>8.1 models good behaviour and communication.</p> <p>8.2 is appropriate to the family's and individuals' background, culture, circumstances and needs.</p>	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
	<p>8.3 encourages an open exchange of views.</p> <p>8.4 minimises any constraints to communication.</p> <p>8.5 is free from discrimination and oppression.</p> <p>8.6 enables individuals to make their own contribution.</p>	
9	<p>Provide appropriate support to the family of the individual taking account of:</p> <p>9.1 the family's experience and understanding.</p> <p>9.2 their confidence in being able to change the individual's behaviour.</p> <p>9.3 the nature and history of the relationships in the family and how these affect the individual and other family members.</p> <p>9.4 the behaviour of the individual.</p>	
10	Encourage families to seek further advice and support when they are in need of it.	
11	Maintain ongoing contact and monitor the wellbeing of families as they seek to address the individual's behaviour, responding to any queries, concerns and lack of perceived progress that they have.	
12	Offer constructive and positive feedback on 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.	
13	Monitor how the work families are undertaking with individuals is progressing.	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
14	<p>Encourage families and individuals to offer feedback on:</p> <p>14.1 the progress the individual is making.</p> <p>14.2 the effectiveness of the family acting in a different way to the individual.</p> <p>14.3 their feelings about what has happened.</p>	
15	<p>Identify significant changes in discussion with the family and the individual and the impact of these changes on the individual.</p>	
16	<p>Agree with families and the individual whether there is a need for continued support and if so, the nature of it.</p>	
17	<p>Record information accurately and completely and store it safely.</p>	
18	<p>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.</p>	

## 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 22 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.

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
1	The nature and structure of families and how these differ according to context and culture.	
2	The significance of the relationships within families.	
3	Family's central role in the development and welfare of all family members including individuals with mental health needs.	
4	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.	
5	Behaviours which demonstrate value for others and those which do not.	
6	The impact of the broader social environment on families and individuals (eg area of material deprivation, poor housing, poverty).	
7	How others may be affected by individual's behaviour — practically, emotionally, socially.	
8	Strategies to constructively challenge individual's behaviour and promote pro-social alternatives.	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number  where this knowledge  point has been met</b>
9	How to gauge families' level of interest and willingness 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.	
10	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.	
11	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.	
12	Normal patterns of physical, social, psychological and emotional development and the ways in which such development can be affected by mental illness.	
13	The relationship between physical, social, psychological and emotional development and behaviour and associated patterns.	
14	The effect of family relationships on the physical, social, psychological and emotional development of individuals.	
15	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.	
16	The effects of families on individuals particularly when they have their own issues and needs (eg mental health, substance use).	



	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number  where this knowledge  point has been met</b>
17	How to use legislation, guidelines of good practice, protocols, charters and service standards in work with individuals and their families.	
18	The role of your agency and its services and how they relate to other agencies and services in the sector.	
19	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.	
20	Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure.	
21	How you have applied the principles of equality, diversity and anti-discriminatory practice to your work.	
22	The options you considered in your work and the reasoning processes you used in relating to different families and individuals within those families.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	