

## **H5TC 04 (SFHM H27) — Reinforce Positive Behavioural Goals During Relationships with Individuals**

### **Overview**

This standard covers the complex task of establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront anti-social behaviour and promote pro-social behaviour. A key part of this is making individuals recognise and take responsibility for their own behaviour and their obligations to others. The standard covers initial contact with the individual where ground rules are explained and the expectations of the individual are clearly set out. The standard also covers sustaining and developing the relationship and deals with how you eventually disengage from your relationship with individuals. This standard is based on modelling pro-social behaviour. The initial contact might be through individual self-referral, as part of the case management process, or as a result of the individual being referred by other individuals or agencies.

The term 'individuals' refers to the people with mental health needs with whom you work. This standard applies to mental health practitioners who are involved in work that is intended to lead — directly or indirectly — to reducing anti-social behaviour of individuals with mental health needs.

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

## **Additional Information**

### **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 17 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	Gather and review relevant information to familiarise yourself with the individual's background, circumstances, behaviour and needs before initial contact with them.	
2	Inform individuals accurately and clearly of your role and responsibilities and how your work relates to that of workers in other agencies.	
3	<p>Explain clearly:</p> <p>3.1 the values and objectives within which you are operating.</p> <p>3.2 the nature and boundaries of your relationship with the individual.</p> <p>3.3 your own expectations of the individual's behaviour during contact.</p> <p>3.4 the agency's expectations of the individual.</p> <p>3.5 the outcomes and consequences that may be applied if expectations are not met.</p> <p>3.6 the specific behavioural goals which are to be addressed.</p>	
4	Explore with individuals what they expect from yourself and the agency.	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
5	<p>Interact with individuals throughout the process in a manner which:</p> <p>5.1 models socially-desirable behaviour and communication.</p> <p>5.2 is appropriate to the individuals' background, culture, circumstances and learning needs.</p> <p>5.3 encourages an open exchange of views.</p> <p>5.4 minimises any constraints to communication.</p> <p>5.5 is free from discrimination and oppression.</p>	
6	<p>Check with individuals their understanding of interactions in a manner appropriate to their needs.</p>	
7	<p>Challenge constructively attitudes and behaviour which are anti-social or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development.</p>	
8	<p>Communicate and interact with individuals in a manner which:</p> <p>8.1 demonstrates respect for the individual.</p> <p>8.2 recognises their circumstances and experiences but which is not judgmental.</p> <p>8.3 provides a positive example and model of behaviour.</p> <p>8.4 emphasise the individuals' responsibility for their own actions and behaviour.</p> <p>8.5 encourages their motivation.</p> <p>8.6 is free from discrimination and oppression.</p>	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Maintain contact with individuals at a frequency and using methods which are consistent with your role, agency and statutory requirements.	
10	Identify factors which are known to trigger certain kinds of behaviour in the individuals, take appropriate actions to maintain calmness and safety and enable individuals to find alternative ways of expressing their feelings.	
11	Encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment.	
12	Challenge the individual when their behaviour and language is anti-social, discriminatory, abusive, aggressive or infringes the rights of others and suggest positive alternatives in a way which encourages them to change.	
13	Review regularly with individuals their goals and the actions that they have taken to reach them, and offer prompt constructive feedback on progress.	
14	Explore with individuals any barriers to progress and ways in which they can address them.	
15	Continuously monitor and review your own behaviour, communication and interactions to ensure you are consistently modelling good practice	
16	Summarise clearly and accurately the outcomes of work achieved with individuals once it is known that contact with them is to end.	
17	Compare outcomes with original agreements and purposes and assist individuals to review and revise their goals and plans and encourage them to find 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 28 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</b> <b>where this knowledge point has been met</b>
1	How you have applied the principles of equality, diversity and anti-discriminatory practice to your work.	
2	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 yourself.	
3	The specific legislation, guidelines of good practice, charters, protocols and service standards which relate to the work being undertaken and the impact of this on the work.	
4	The role of the agency and its services and how they relate to other agencies and services in the sector.	
5	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.	
6	Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure.	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
7	The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns.	
8	Relevant research into the relationship between known factors which influence behaviour and evidence of effective practice in tackling these factors.	
9	Relevant research into effective practice in confronting anti-social behaviour and promoting pro-social behaviour; how you have applied these in your work.	
10	Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others.	
11	Why it is important to explicitly identify with the individual the behavioural goals to be addressed.	
12	How to create and promote opportunities for individuals to practise the desired behaviour.	
13	The importance of including within plans staged, positive, achievable objectives for change.	
14	The importance of your role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring your own effectiveness in this.	
15	Possible methods available for enabling individuals to change their behaviour (such as motivational interviewing, cognitive behavioural methods, adult learning methods, solution-focused therapy),	
16	Evidence of their effectiveness and what may affect availability and suitability of the different options.	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
17	The ways in which an individual's culture and gender might influence the choice of methods selected.	
18	The different forms and range of effective communication (eg total communication).	
19	The effect of culture on communication (eg the use of sensory contact — touch, presence, contact, distance between individuals when communicating, the terms of respect and address used, etc).	
20	How to recognise what people are trying to convey by their behaviour.	
21	Behaviours which demonstrate value for others and those which do not.	
22	The effect that disruptive and aggressive behaviour has on individuals and others in the vicinity.	
23	Strategies for:  23.1 confronting anti-social behaviours whilst maintaining safety.  23.2 promoting pro-social behaviours and lifestyle.	
24	Methods of defusing potentially risky situations (such as de-escalation, diversion, talking people down).	
25	Working methods and styles which may be used in developing, sustaining and enabling individuals to move on from relationships.	
26	How to empower individuals to make effective relationships in the future.	



	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number  where this knowledge  point has been met</b>
27	Methods of:  27.1 evaluating your own competence.  27.2 determining when further support and expertise are needed.  27.3 the measures you can take to improve your own competence in this area of work.	
28	The options for working with individuals which you have considered and the reasoning processes you used in determining the most appropriate approach for the individual concerned.	

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>	