

# SFJ BB2 - SQA Unit Code HG07 04

## Model pro-social behaviour when working with individuals



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### Overview

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

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#### Performance criteria

#### Model pro-social behaviour in establishing working relationships

- You must be able to:*
- P1 obtain and review relevant information, including assessments, about individuals ahead of meetings to familiarise yourself with their circumstances, behaviour and identified needs
  - P2 identify gaps and take the necessary steps to obtain the missing information
  - P3 explain accurately your role and responsibilities, and how this relates to the relevant work of others
  - P4 identify any potential issues for your relationship with the individual due to their gender or any other factors, and take the appropriate actions within required timescales
  - P5 explain your objectives and the nature and boundaries of the relationship with the individual, including expectations from the individual
  - P6 explore with individuals what they expect from you and your organisation
  - P7 engage with the individual and model pro-social behaviour, encourage an open exchange of views that is free from discrimination or oppression
  - P8 communicate at a level and pace appropriate for the individual
  - P9 provide feedback to points raised by the individual and work to promote their value as individuals
  - P10 challenge any attitudes and behaviour by the individual which prejudice the rights of others or which are anti-social, whilst taking account of your personal safety

#### Maintain effective relationships which reinforce pro-social behaviour

- You must be able to:*
- P11 maintain contact with individuals using methods consistent with your role, their needs and organisational and statutory requirements
  - P12 explore and identify the individual's interests, needs and concerns, identifying factors known to cause problematic behaviour
  - P13 challenge prejudice, discrimination and problematic behaviour when it occurs
  - P14 explore ways of changing attitudes and behaviour which promote inclusion and social behaviour
  - P15 agree with individuals' relevant and realistic goals, and the actions and steps they need to take if the goals are to be attained
  - P16 review with individuals, using a suitable structure, their progress towards achieving their goals, exploring with them any barriers, and ways in which these might be overcome
  - P17 offer feedback to individuals regarding their progress, recognise achievement and encourage them to own their success
  - P18 act as a suitable role model for pro-social behaviour in your workings with individuals
  - P19 summarise accurately the outcomes achieved where your contact with

individuals is to end  
P20 assist individuals in finding appropriate ways to sustain their positive  
behaviour change

#### Knowledge and understanding

*You need to know and understand:*

- K1 legislation, guidelines and good practice relating to your work with individuals, and their impact for your work
- K2 the role of your organisation and its services, and how they relate to other organisations and services in the sector
- K3 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
- K4 how to apply the principles of equality, diversity and anti-discriminatory practice
- K5 physical, social, psychological, emotional and intellectual development of individuals, and the ways in which such development can be affected
- K6 the effect of parenting and families on individuals in relation to their ability to form other relationships
- K7 the influence that peers can have on the individual
- K8 the impact of the broader social environment on individuals, including areas of material deprivation, crime and the fear of crime, poor housing and poverty
- K9 the effect that being in care has on individuals
- K10 strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others
- K11 the importance of your role as a positive role model to reinforce pro-social behaviour, and ways of monitoring your effectiveness in this
- K12 behaviours that demonstrate respect for others and behaviours that do not
- K13 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
- K14 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others
- K15 the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality
- K16 why it is important to recognise the impact on everybody affected by crime, whether they are direct victims or indirect victims
- K17 reactions to the experience of crime, and the factors which affect how individuals react to and recover from their experience
- K18 your role and responsibilities and from whom assistance and advice can be sought

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