

SCDHSC0398

Support individuals with programmes to promote positive behaviour



Overview

This standard identifies the requirements when you support individuals in planning and implementing programmes to promote positive behaviour. This includes contributing to assessing the needs of individuals for such programmes and contributing to planning the programmes with others. It also includes providing support during the programmes themselves and contributing to their review.

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Performance criteria

Contribute to assessing the needs of individuals for programmes to promote positive behaviour

You must be able to:

- P1 agree with the **individual, key people** and **others** your role in the assessment process
- P2 support the individual to understand the nature of the assessment and the roles of everyone within it
- P3 support the individual to understand the assessment methods and approaches to be used, seeking additional assistance where necessary
- P4 confirm that the individual agrees to the methods and approaches to be used
- P5 carry out your part of the assessment process in a way that values and respects the individual and promotes their **active participation**
- P6 observe the individual during the assessment process
- P7 seek support from appropriate people if you observe difficulties and if conflicts or concerns emerge within the assessment

Contribute to planning programmes to promote positive behaviour

You must be able to:

- P8 support the individual to identify and **communicate** their preferences about programmes to promote positive behaviour
- P9 make evidence-based suggestions about how the individual's needs may best be met within the programme
- P10 work with the individual, key people and others to agree goals and outcomes for the programme
- P11 work with the individual, key people and others to complete a contract for the programme to achieve agreed goals and outcomes
- P12 record processes and outcomes from the planning process within confidentiality agreements and according to legal and work setting requirements

Provide support during programmes to promote positive behaviour

You must be able to:

- P13 ensure the individual has all the information, guidance and support they need to enable them to participate effectively within the planned programme
- P14 support the individual in ways that recognise their needs, wishes, abilities, experience and cultural background
- P15 interact positively with the individual throughout programme sessions
- P16 carry out the programme in ways that support the individual's active

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participation in the programme and enable them to achieve agreed goals and outcomes

P17 observe the individual during programme sessions

P18 take appropriate action if problems arise to ensure the safety of all involved and to allow the programme to proceed

P19 work with others who support the individual to ensure that activities to promote positive behaviour are effectively co-ordinated

Contribute to reviewing programmes to promote positive behaviour

You must be able to:

P20 support the individual, key people and others to identify progress achieved towards agreed goals and outcomes

P21 work with the individual to evaluate the effectiveness of sessions and the programme as a whole in meeting their preferences and needs

P22 support the individual and key people to identify the effects which any short-term interventions have had on the achievement of the longer-term goals of the programme

P23 contribute your own observations and evidence-based reflections to the evaluation process

P24 work with the individual, key people and others to agree how the programme and sessions within it should be improved

P25 record agreements and the implications of these for your work

P26 share information about agreements according to confidentiality agreements and legal and work setting requirements

P27 carry out any changes for which you are responsible

P28 seek additional support and advice where you are unable to carry out any changes required

P29 complete records and reports on processes and outcomes from the review of the programme, within confidentiality agreements and according to legal and work setting requirements

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

You need to know and understand:

Your practice

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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You need to know and understand:

Theory

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

Personal and professional development

You need to know and understand:

- K23 principles of reflective practice and why it is important

Communication

You need to know and understand:

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

Safe-guarding

You need to know and understand:

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

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You need to know and understand:

Specific to this NOS

- K35 stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect the perception of the acceptability of behaviour of specific individuals and how to deal with and challenge these
- K36 how to access records and information on the needs of individuals in relation to promoting positive behaviour
- K37 basic principles and theories underpinning the use of programmes to promote positive behaviour
- K38 how and where to access information and support that can inform your practice when assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour
- K39 the purpose of and arrangements for your supervision when working with programmes to promote positive behaviour
- K40 theories relevant to the individuals with whom you work about identity, self-esteem and self-image and the affect these can have on an individual's behaviour
- K41 the ways in which **negative behaviour** can affect the well-being of individuals in the short, medium and long term
- K42 triggers for challenging behaviour
- K43 signs of withdrawal, attention-seeking, anti-social behaviour and self-damaging behaviour
- K44 the effects of stress and distress
- K45 the role of relationships and support networks in promoting the well-being of individuals in relation to their behaviour
- K46 how the implementation of the programme may affect the individual's behaviour in the short, medium and longer term and the changes which can be expected
- K47 the different ways in which assessments for therapeutic interventions to promote positive behaviour can be carried out
- K48 the range of techniques that can be used to promote positive behaviour within programmes and the factors to consider when selecting them
- K49 techniques that can be used to identify the progress made towards agreed goals and the factors to consider when selecting them
- K50 techniques that can be used to assess whether goals are realistic and the factors to consider when selecting them
- K51 techniques that can be used to assess the impact of short-term interventions on the longer term aims of the programme and the factors to consider when selecting them
- K52 different evaluation methods, how they work and how they need to be adapted according to the individual and their needs

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

The **individual** is the adult, child or young person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Negative behaviour may include verbal abuse; physical abuse such as assault of others, damaging property; self-abusive behaviour; illegal behaviour; inappropriate sexual behaviour; reckless behaviour; bullying

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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