

SCDCCLD0325

Support children and young people through major transitions



Overview

This standard identifies the requirements when working with children or young people in order to identify major transitions that may be occurring or are about to occur in their lives. Major transitions arising from life events may be an experience in the life of a child or young person that can affect them emotionally, behaviourally or developmentally. These transitions are major and far reaching, such as bereavement, divorce, relocation, separation from family through removal to children's home and fostering. Such transitions may be known and planned for or unexpected and unplanned, but critically they have a major impact on the child or young person.

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Performance criteria

Recognise life events and transitions

You must be able to:

- P1 understand the circumstances of the transition that the child is going through by reflecting on the child's situation and **associated changes**
- P2 recognise that this situation is **unique to that child**
- P3 reflect on what the child or young person is going through without any pre-judgements

Respond to life events and transitions

You must be able to:

- P4 build trusting and honest relationships with children or young people using language appropriate to their age and stage of development
- P5 establish with **others** the limits of your role and capabilities in offering the support required
- P6 explain truthfully to children or young people what information you may have to share with others and why
- P7 confirm with the child or young person and **agreed others** the boundaries and protocols that govern your role in supporting children or young people through transitions

Support children and young people to manage transitions in their lives

You must be able to:

- P8 work with others to plan how to support children or young people to manage transitions in a positive way
- P9 provide support in a timely way to support children or young people to get through the life event or transition to achieve a positive outcome
- P10 use observation to assess emotions and behaviours which identify indicators of resilience or distress
- P11 listen to assess emotions and behaviours which identify indicators of resilience or distress
- P12 provide opportunities for children or young people to explore and discuss significant events and experiences
- P13 provide structured opportunities for children or young people to explore the feelings associated with the life event
- P14 support the child or young person to explore the reasons for the changes they are experiencing
- P15 communicate with children to let them know that what they are experiencing is important and being taken seriously
- P16 encourage the child or young person to ask questions

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- P17 confirm with the child or young person that you have understood what they have told you
- P18 listen actively to the child or young person
- P19 respond to any concerns that the child or young person may have
- P20 work with the child or young person to explore what **strengths** they have to get through the situation
- P21 discuss with the child or young person what other supports may be available
- P22 identify evidence of any risks to the child or young person's well-being brought about by this life event or transition
- P23 enable the child or young person to recognise what other supports are available
- P24 share concerns with agreed others, with the child or young person's **knowledge**
- P25 comply with legal, organisational and ethical requirements relating to the exchange of information
- P26 make effective links with others within your own organisations or **elsewhere** as necessary to engage support and with the agreement of the child or young person
- P27 facilitate the child or young person to avail of the support
- P28 continue to reinforce with the child that their experience remains important
- P29 record any decisions and actions taken using agreed procedures and ways of working

Evaluate your work in supporting the child or young person through the transition or life event

You must be able to:

- P30 evaluate progress in going through the transition or life event
- P31 reflect on the strengths of your engagement in supporting the child or young person through the life event or transition
- P32 identify through feedback from the child, young person or others any areas of your practice which should be developed
- P33 avail of opportunities of improving practice regarding supporting change or transitions

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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 children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

You need to know and understand:

Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs 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 all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people'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 children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, 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

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and expertise

Theory for practice

You need to know and understand:

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

Communication

You need to know and understand:

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K28 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

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You need to know and understand:

Handling information

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K38 types of major transition that children and young people may experience
- K39 knowledge of how transitions and change can impact emotionally, physically, intellectually and psychologically
- K40 the effects that transitions can have on children and young people
- K41 the signs and indications that a child or young person is going through a particular transition
- K42 how the impact of culture, religion, personal beliefs, gender, stage of development and previous experiences may affect a child or young person's approach to transitions
- K43 the importance of enabling children or young people to explore their concerns about transitions in a positive and non-threatening manner
- K44 theories of transition and loss
- K45 theories about and approaches to remembering, such as memory boxes
- K46 non verbal techniques to enable the expression of feelings, such as art or play

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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.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person 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 to represent the views and best interests of the child or young person.

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

Agreed others Those whom the child or young person have either agreed should be told or those whom they already know will be told

Associated changes are changes brought about by the circumstances that the child or young person find themselves, i.e. a bereavement of someone close, being taken into care and the associated losses and emotions which accompany this.

Elsewhere It should not be assumed that support will come from another agency or organisation as there may be, for example, kinship or community solutions

Knowledge Where possible the child/young person's agreement should be sought but where the duty of care outweighs agreement they should be informed what will happen

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

Strengths may include inner resilience and coping mechanisms. It may also be a supportive family or extended family, supportive community, faith or church group

Unique to that child Many children or young people come into care, many go to a foster home, many experience bereavement, but each child or young

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person's experience is different. No matter how often a learner works with a child or young person in similar circumstances, each child or young person's experience is unique and should be treated as such

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Scope/range related to knowledge and understanding

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

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.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

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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Suite Children's Care Learning and Development

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