

SCDHSC0319

Support the families of children and young people in their own homes



Overview

This standard identifies the requirements for supporting the families of children and young people in their own homes when they are experiencing difficulties. This begins with preparing for engagement with families and supporting families to agree areas for work. The standard includes enabling the family to engage in addressing issues with a view to achieving agreed outcomes. It also covers monitoring and evaluating the work.

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Performance criteria

Prepare to visit families in their own home

You must be able to:

- P1 identify information that will assist you to build up a picture of the **family's** culture and background and the issues they are facing
- P2 collate the information available
- P3 identify any gaps and inconsistencies in information and assessments
- P4 review the information to reach a preliminary view on the issues facing the family
- P5 reflect on **your own reactions** to the information gathered to consider how these could affect your work with the family
- P6 formulate what may be your contribution to addressing the issues facing the family
- P7 consult with relevant **key people** and **others** to agree a plan for your initial visit
- P8 **communicate** with the family in **accessible ways** to prepare them for your visit

Engage with families and others to identify families' needs and ways to address them

You must be able to:

- P9 visit the family in accordance with the agreed plan
- P10 ensure that you and the family have a shared understanding about your role and the reason for your involvement
- P11 work in ways that promote **active participation** to enable family members to identify their own needs and priorities and where there are any differences in perspective
- P12 support the family to understand that you are working in partnership with others in the work you are carrying out with them
- P13 clarify with the family the boundaries of confidentiality
- P14 work with any differences in perspective among family members, respecting each opinion
- P15 work in partnership with the family and others to access information about resources and options available to help support the family and address their needs
- P16 support the family to articulate their preferred option and the outcomes it is intended to achieve
- P17 test with the family how feasible the option will be
- P18 identify any potential difficulties and how they will be addressed
- P19 agree the roles and responsibilities of you, the family and others in implementing the preferred option

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Support family members to engage with identified issues and work towards outcomes

You must be able to:

- P20 work with the family to ensure they are clear about your contribution in supporting them to work towards outcomes and the limits of this
- P21 support family members to identify the changes that will need to be made in order for the family to benefit all its members
- P22 enable family members to articulate what contribution each must make to achieve identified outcomes for the family
- P23 encourage family members to participate in activities that will enable them to function more effectively as a family unit
- P24 provide appropriate support where required to promote participation
- P25 support the family to recognise and value progress
- P26 provide constructive feedback to enable the family to progress further

Contribute to evaluating the work undertaken with families in their own home

You must be able to:

- P27 contribute to reviewing with the family and others how the planned work is progressing
- P28 contribute to evaluating with the family and others how far the work has met planned outcomes
- P29 contribute to agreeing the continuation, adjustment, referral or closure of the work

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Additional Information

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 children, young people and their families have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, codes of practice, 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 child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person'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 the dignity, respect, personal beliefs and preferences of children and young people and their families
- 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

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- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience 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 theories underpinning our understanding of child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K25 methods and techniques to promote communication skills which enable children and young people and family members to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K26 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

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Handling information

You need to know and understand:

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K36 how and where to access literature, information and support to inform your own practice when helping parents and carers acquire and use appropriate skills to protect and take care of children and young people
- K37 literature related to best practice about the skills, abilities and knowledge parents and carers need to protect and take care of children and young people
- K38 government reports, inquiries and research relevant to parents and carers acquiring and using appropriate skills to protect and take care of children and young people
- K39 the importance of promoting secure and permanent relationships for children and young people
- K40 the rights and responsibilities of parents and carers
- K41 theories regarding the importance of identity and self-esteem
- K42 stress and how it can affect behaviour
- K43 theories on motivation
- K44 methods of good inter-personal communication with children and young people, including those whose age or condition requires non-verbal interactions and communications
- K45 the impact of poverty on health and well-being
- K46 risk assessment and risk management
- K47 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption/continuity of worker
- K48 use of observation techniques to identify and record and the importance of recording your observations
- K49 the significance of the bonding between parents and their children
- K50 methods of involving parents and carers in meetings about their children
- K51 types of support for disabled children, young people and parents
- K52 models of disability
- K53 types of evidence that are valid in investigations and court actions
- K54 knowing your role boundaries regarding evidence gathering in issues of safeguarding
- K55 the importance of evidence, fact and knowledge based records and

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reports and clarity about the source of the evidence
K56 the use of evidence based practice to justify your actions

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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 the child, young person or family member 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 child, young person or family member.

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

Accessible ways may include telephone, letter, email or other formats and must take account of methods of communication that suit the preferences, needs, dignity and values of family members

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 **family** includes people who are legally related and those who through relationships have become an accepted part of the family unit

Key people are those who are important to family members and who can make a difference to their well-being. Key people may include wider family, friends, carers and others with whom the family has a supportive relationship. Engagement with key people should always be done with the knowledge of the family and in most cases with the agreement of the family.

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

Your own reactions may relate to strong feelings, beliefs and attitudes about the nature of the difficulties facing the family that may affect your interaction and work with them

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Scope/range relating 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 may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; 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

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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