

## SFJBB2

# Model pro-social behaviour when working with individuals



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### Overview

#### Summary

This unit 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 that which might be 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 unit is applicable for those working with individuals at risk of anti-social behaviour and/or offending, or of reoffending.

# SFJBB2

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### Performance criteria

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

*You must be able to:*

- P1 obtain and review all relevant and available information, including assessments, regarding individuals ahead of meetings, familiarising yourself with their circumstances, behaviour and identified needs
- P2 identify any required information that is missing, and take the necessary steps to obtain it
- P3 explain clearly and 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 promptly and sensitively
- P5 explain clearly 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 constructively with the individual and model pro-social behaviour, encouraging an open exchange of views, and free from discrimination or oppression
- P8 communicate in a manner and at a level and pace appropriate for the individual
- P9 provide constructive feedback to points raised by the individual and behave in a manner which promotes their value as individuals
- P10 challenge constructively any attitudes and behaviour by the individual which prejudice the rights of others or which are anti-social, whilst taking account of your own personal safety

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

*You must be able to:*

- P11 maintain contact with individuals at a frequency and 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 constructively prejudice, discrimination and problematic behaviour when it occurs
- P14 explore constructive ways of changing attitudes and behaviour which promote inclusion and social behaviour
- P15 agree with individuals relevant and realistic goals, and the actions that they need to take if the goals are to be attained
- P16 review with individuals their progress towards achieving their goals, exploring with them any barriers, and ways in which these might be overcome
- P17 offer prompt and constructive feedback to individuals regarding their

## SFJBB2

### Model pro-social behaviour when working with individuals

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- progress, recognising achievement and encourage them to own their success
- P18 act as a role model for pro-social behaviour in your workings with individuals
- P19 where your contact with individuals is to end, summarise clearly and accurately the outcomes achieved
- P20 assist individuals in finding ways to sustain their behaviour change

## SFJBB2

### Model pro-social behaviour when working with individuals

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#### 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 upon 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 own effectiveness in this
- K12 behaviours which demonstrate respect for others and those which 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, and why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims
- K16 reactions to the experience of crime, and the factors which affect how individuals react to and recover from their experience
- K17 your own role and responsibilities and from whom assistance and advice can be sought

## SFJBB2

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**Relevant occupations** Public Services; Public Services; Public Service and Other Associate Professionals;

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**Suite** Resettlement of Offenders

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