

SFJ EA7

Visit families to identify the factors impacting upon problematic behaviour



Overview

This standard is about visiting the families and carers of individuals to identify the impact of the home environment upon individuals, and to provide support to families and carers.

The term 'families and carers' has been used to encompass the parents, relatives and significant others who are involved with individuals, including those who are acting in the role of parents for children and young people. The term 'risk factors' has been used to encompass factors that might impact upon the individual's risk of offending/reoffending, risk of harming others, and their risk of vulnerability.

Problematic behaviour is considered to be anti-social, challenging or offending.

There are three elements

- 1 Organise visits to families and carers
- 2 Support families and carers in their home environment
- 3 Determine the impact of the home environment on individuals

Target group

This standard is applicable for those who work with the families and carers of individuals, or who review the interaction between families and carers and individuals, including children and young people.

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Performance criteria

Organise visits to families and carers

You must be able to:

- P1 identify different sources of up-to-date and accurate information on the families and carers of individuals to be visited, including any existing and up to date assessment
- P2 obtain up-to-date information on the families and carers of individuals including:
 - P2.1 their history
 - P2.2 the nature of their relationships
 - P2.3 the culture and language of the families and carers
- P3 identify the location and nature of the home environment
- P4 assess in association with other involved organisations the likely nature of any risk involved to your and others with visiting the home environment
- P5 identify the individuals to be seen and the effect of seeing them within the broader family, establishing whether they need to be seen alone, or in a quiet place, and how this can be organised
- P6 identify whether anyone else needs to accompany you and who this should be including, if necessary, an interpreter
- P7 make arrangements to visit families and carers, in line with their needs and plans agreed between them and your organisation
- P8 agree the time of the visit, its duration and the location
- P9 take the necessary precautions to manage any risks to your safety and security including telling others of your whereabouts

Support families and carers in their home environment

You must be able to:

- P10 verify your identity and the organisation which you represent
- P11 explain accurately your role, responsibility and the purpose of your visit
- P12 explain what information will need to be shared with other workers and agencies, the reasons for this and the limits of confidentiality
- P13 communicate with families and carers to encourage an open exchange of views and information that:
 - P13.1 is free from discrimination and oppression
 - P13.2 treats all individuals fairly, with dignity and respect
 - P13.3 recognises that you are a guest in their home
- P14 explore issues and difficulties which families and carers are experiencing
- P15 identify and review any issues relating to the families and carers':
 - P15.1 social, emotional and psychological development
 - P15.2 educational and intellectual development
 - P15.3 health and well-being, including any use of drugs, alcohol and substances
 - P15.4 housing and accommodation, employment and income levels

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- P16 evaluate the impact of the locality and community on families and carers, including:
 - P16.1 areas of social deprivation
 - P16.2 the strength of community resources
 - P16.3 their fear of crime
- P17 offer relevant information, advice and support to families and carers, recognising that there are times when people want support and not further information
- P18 summarise concisely the points discussed, encourage questions and check for understanding
- P19 acknowledge families' and carers' rights to make their own decisions, alerting them to decisions and actions that may affect the rights of others, or which might have adverse consequences
- P20 offer appropriate support and encouragement to families and carers in their relationships with individuals
- P21 challenge constructively attitudes and behaviour that are anti-social or discriminatory, in a manner that takes account of your personal safety
- P22 bring meetings to a suitable close when the visit is at an end or where you have concerns about your personal safety
- P23 keep accurate and complete records of visits to families and carers and maintain the necessary levels of confidentiality

Determine the impact of the home environment on individuals

You must be able to:

- P24 establish family members' views on the family and how it functions as a whole, including the emotional and psychological development of its members
- P25 identify through observation:
 - P25.1 the nature of the home environment
 - P25.2 the relationships within the family unit
 - P25.3 the social functioning and development of individuals and the family
- P26 establish and constructively challenge the reasoning for any unknown individuals being present at the address
- P27 identify the networks which families and carers have with the wider community
- P28 identify the individual's priorities for the family unit and those within it
- P29 review the individual's:
 - P29.1 attitude
 - P29.2 educational and intellectual development
 - P29.3 health and well-being
 - P29.4 use of drugs, alcohol and substances
- P30 review the impact of the locality and community on the family and carers, and on those within the family, including the impact of their:

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- P30.1 housing and accommodation
- P30.2 employment status
- P30.3 income levels
- P31 make justifiable, non-discriminatory connections between all of the information, based on experience, evidence and the context of the people concerned, to establish the factors that are affecting the family
- P32 identify the impact that the family unit is having upon the individual and the impact of the individual on the family unit
- P33 reflect back your interpretations to families and carers, and modify your views in the light of their feedback, where necessary
- P34 agree with families and carers the actions that should be taken
- P35 make accurate and complete records of the visits made and the actions taken, in line with organisational requirements
- P36 alert appropriate workers and agencies immediately to any child protection issues and concerns
- P37 refer issues beyond your role and competence to an appropriate worker or agency

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Knowledge and understanding

You need to know and understand:

- K1 the nature and structure of families, and carers acting in the role of parents, and the diversity of these in different contexts and cultures
- K2 the significance of the relationship between families and carers and children and young people, and particularly between parents and children
- K3 the general, personal, socio-cultural, economic and psychological influences that affect both the experience and process of parenting (including how individuals' experiences of being parented affect how they will parent themselves)
- K4 the evolving nature of the relationship between families and carers and children and young people and how this affects the nature of the work undertaken with them
- K5 the central role of families and carers in the development and welfare of children and young people
- K6 the changing relationships within families as individuals progress through different stages of development
- K7 the wishes that families and carers have for their children and young people and the extent to which these are realistic and challenging
- K8 the impact of the broader social environment on families and carers and children and young people, including:
 - K8.1 areas of material deprivation
 - K8.2 crime and the fear of crime
 - K8.3 poor housing
 - K8.4 poverty
- K9 the extent of the social networks and support of the family and their links (or lack of them) to the broader community
- K10 behaviours which demonstrate value for others and those which do not
- K11 how to manage hostility and aggression in ways that promote good working relationships and protect your personal safety
- K12 the different forms and range of effective communication
- K13 the effect of culture on communication, including:
 - K13.1 the use of sensory contact
 - K13.2 the terms of respect and address used
- K14 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others; why it is important to recognise and challenge this in oneself
- K15 the principles of equality, diversity and anti-discriminatory practice
- K16 the effect of parenting and family relationships on the physical, social, psychological and emotional development of children and young people
- K17 the need for individuals to gradually develop their own views and thoughts and become independent

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- K18 the needs of family members including mental health and substance use, and the effect of these needs on individuals
- K19 the nature of adolescent behaviour and ways of seeing this positively
- K20 how to use legislation, guidelines of effective practice, charters and service standards in work with individuals and their families
- K21 the role of your organisation and its services and how they relate to other agencies and services in the sector
- K22 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
- K23 your role and responsibilities, and from whom necessary assistance and advice should be sought

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