

SFJ GH3

Support individuals in developing their parenting skills



Overview

This standard is about providing support to individuals towards developing their parenting skills. Such individuals are likely to already have children of their own, or be acting in the role of parents for children and young people. However, individuals can also be those who may become parents in the future.

Within youth justice, this support is likely to be offered to families and carers who have a child or young person involved in the youth justice system and where assessment has identified that parents may be experiencing difficulty.

There are three elements

- 1 Promote individuals' knowledge and confidence in the parenting role
- 2 Enable individuals to relate positively to children and young people
- 3 Enable individuals to care for the health, wellbeing and welfare of their children and young people

Target group

This standard is applicable to those with responsibility for working with the families and carers of children and young people.

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Performance criteria

Promote individuals' knowledge and confidence in the parenting role

You must be able to:

- P1 explore with individuals their roles and responsibilities in relation to parenting, and issues associated with this
- P2 support and encourage individuals to constructively reflect upon their own experiences of being parented, and how these have affected their own parenting
- P3 discuss and agree with individuals all aspects of their parenting they are confident with, and all aspects that cause them concern
- P4 help individuals to recognise their own skills, knowledge and behaviour, and to relate these to managing and caring for children and young people
- P5 explore with individuals a range of examples from their own experience of good and poor parenting, and the reasons for the differences
- P6 provide appropriate information based on current evidence of good parenting practice and child development, outlining relevant options available
- P7 acknowledge the diversity of individuals and different methods of parenting
- P8 provide information that is relevant, and at a pace and level appropriate to the individual
- P9 identify where further support is appropriate from within your organisation, or from other organisations, and assist individuals to access such support
- P10 model pro-social behaviour in communication with individuals, keeping it free from discrimination or oppression
- P11 maintain confidentiality, in line with statutory and organisational requirements

Enable individuals to relate positively to children and young people

You must be able to:

- P12 identify and reinforce positive and enjoyable aspects of individuals' relationships with children and young people
- P13 use the positive and enjoyable aspects to reinforce individuals' good parenting
- P14 respond to negative comments about children and young people, while:
 - P14.1 remaining non-judgemental
 - P14.2 acknowledging the difficulties that can exist within parent-child relations
 - P14.3 recognising the fears of failure that can be experienced by parents
- P15 promote the physical, emotional and behavioural needs of children, together with their rights and characteristics as individuals
- P16 assist individuals to recognise the importance of valuing individual

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- children and young people, and to recognise and accept differences in their characteristics
- P17 assist individuals to develop realistic expectations of children and young people's behaviour, progress and needs, and to recognise how such needs and behaviour can change as they grow and develop
- P18 explore how an individual's behaviour can impact upon that of their child
- P19 maintain confidentiality in line with statutory and organisational requirements

Enable individuals to care for the health, wellbeing and welfare of their children and young people

- You must be able to:*
- P20 identify and reinforce the positive aspects of individuals' behaviour in caring for children and young people
 - P21 identify and discuss with individuals the factors that influence how they care for children and young people, including
 - P21.1 the needs and stage of development of the children/young person
 - P21.2 the social context in which the family and children and young people are set
 - P22 help individuals to think through how they need to adapt to the changing needs of children and young people, and the different associated ways of caring for them
 - P23 identify and discuss with individuals enjoyable aspects of parenting and family life that make them feel relaxed and reinforce these aspects
 - P24 facilitate individuals to offer children and young people a range of non-stereotyping opportunities and experiences
 - P25 challenge ways of caring for children and young people that are not suitable and sufficient for their needs
 - P26 enable individuals to develop their knowledge, skills and ways of caring that will support children and young people's physical, emotional, psychological, behavioural, and sexual development
 - P27 agree with individuals any specific problems where they would like further support, and assist them to access this

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Knowledge and understanding

You need to know and understand:

- K1 legislation, guidelines and effective practice relating to your work with individuals and their families and carers including:
 - K1.1 child protection legislation
 - K1.2 their local, social and political context
 - K1.3 its impact on supporting individuals to develop their parenting skills
- 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 the nature and structure of families and carers acting in the role of parents, and the diversity of these in different contexts and cultures
- K5 the significance of the relationship between families and carers and young people, and particularly between parents and children, including the central role of families and carers in the development and welfare of children and young people
- K6 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)
- K7 methods of enabling families and carers to increase their awareness of, and to develop, parenting skills
- K8 the changing needs and behaviour of children and young people
- K9 the different forms and range of effective communication and the effect of culture on communication
- K10 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others
- K11 the principles of equality, diversity and anti-discriminatory practice
- K12 behaviours which demonstrate respect for others and those which do not
- K13 the impact of the broader social environment on families and carers and children and young people, including areas of material deprivation, crime and the fear of crime, poor housing and poverty
- K14 the physical, social, psychological and emotional development of children and young people and the effect of parenting and family relationships on this development
- K15 the need for children and young people to gradually develop their own views and thoughts and to become independent
- K16 the importance of emphasising and reinforcing children's individuality and positive characteristics
- K17 the effects of families and carers on children and young people particularly when family members have their own issues and needs

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- K18 the reason why children and young people need protection and the role of the state in this
- K19 your role and responsibilities and from whom assistance and advice can be sought

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