

## SFJ GI1

# Prepare and provide development activities for individuals



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### Overview

This standard is about planning and providing development activities for individuals based on their identified needs. The activities might be as part of an intervention plan designed to address aspects of an individual's problematic behaviour, and may also be part of a programme entered into voluntarily by the individual. Such activities also include those aimed at the development of the individual, at raising self awareness, and/or with a therapeutic purpose.

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

#### **There are three elements**

- 1 Agree and prepare development activities for individuals
- 2 Support individuals in individualised development activities
- 3 Evaluate development activities with other members of the team

#### **Target group**

This standard applies to those who work closely with individuals to help them to develop their skills and/or address problematic behaviour.

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### Performance criteria

#### Agree and prepare development activities for individuals

*You must be able to:*

- P1 identify suitable development activities that:
  - P1.1 address directly the factors contributing to the individual's problematic behaviour
  - P1.2 are consistent with the assessment of the individual's abilities, learning styles and needs
  - P1.3 are consistent with the recommendations of the team
- P2 prepare development activities that:
  - P2.1 are skills based
  - P2.2 address problem solving
  - P2.3 are appropriate to the individual's age, sensory and general abilities
  - P2.4 build upon the individual's strengths and interests
- P3 help individuals to participate at a level appropriate to their abilities
- P4 communicate at a level and pace appropriate to the individual
- P5 identify prioritised goals for the individual that are realistic
- P6 specify how the success of the activity is to be evaluated, in terms of addressing the individual's identified needs
- P7 arrange the environment in a way which is appropriate for, and encourages the full participation of, all involved
- P8 prepare equipment and materials that are sufficient, safe, ready for use, and place them where individuals can access them easily, prior to the start of the activity
- P9 enable individuals to participate in the development activity at a sufficient intensity and duration for the activity to achieve its aims
- P10 minimise avoidable distractions and disturbances
- P11 check that the environment is safe and address any hazards

#### Support individuals in individualised development activities

*You must be able to:*

- P12 facilitate the individual and all involved to participate in assisting the individual's development
- P13 provide individuals with sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills
- P14 promote individuals' well-being, dignity and self-esteem
- P15 assist individuals to comment on their experiences using an appropriate means of communication
- P16 give feedback to individuals at a level and pace appropriate to them that encourages their development and participation
- P17 provide a positive role model likely to promote the individual's development
- P18 support the individual and seek advice from an appropriate person when the individual experiences difficulty or reacts negatively to the

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programme

P19 keep accurate, legible and complete records of the activity

#### **Evaluate development activities with other members of the team**

*You must be able to:*

- P20 identify and discuss with the individual and other members of the team the progress that the individual has made towards the goals set and any problems encountered
- P21 modify the development activity after discussion with the individual and the team, where it appears to be inappropriate, or where the resources are unsuitable or inadequate
- P22 seek the individual's views and concerns about the activities and clarify these with them
- P23 permit the individual to take full responsibility and ownership of their success
- P24 discuss with other members of the team the individual's and your views of the development activity and its effectiveness in meeting the agreed goals
- P25 propose, discuss, agree and implement with the team alternative strategies and methods for promoting individual development where there are difficulties in achieving the agreed goals
- P26 seek advice from the appropriate members of the team where there are continuing problems with the implementation of the development activity
- P27 inform relevant parties where the activities have been effective

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### Knowledge and understanding

*You need to know and understand:*

- K1 the importance of learning to take place in a context that is meaningful to the individual
- K2 the importance of clear links between the individual's needs and the level and intensity of activities planned
- K3 the importance of having clear, prioritised objectives, and why development objectives should be evaluated and reviewed
- K4 why individuals should be encouraged to participate in planning, and why the individual's views on the effectiveness of the activity are of particular significance
- K5 where the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights
- K6 why the individual and their families, relatives and friends should be actively encouraged to become involved, and methods of achieving this
- K7 the reasons why individuals should be given time and space to develop the skills which they possess and to comment on their own progress
- K8 why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person
- K9 the importance of evaluating and modifying programmes for individuals, methods for achieving this, and the associated importance of disseminating information on what has worked and why
- K10 why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals
- K11 the type and form of activities which are suitable for particular individuals
- K12 how activities can be used to increase potential and effectiveness, self-development and personal responsibility
- K13 the ways in which environments can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals
- K14 normal patterns of development and the likely progress which individuals will make to the achievement of goals
- K15 the difference between positive and constructive feedback and how this can assist the individual's development
- K16 methods of providing feedback to individuals to assist their development and to provide support to individuals when they experience difficulties or react adversely
- K17 the importance of acting as a role model for the individual

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