C

Skills for Health

MH27.2012 Reinforce positive behavioural goals during relationships with individuals

OVERVIEW

This standard covers the complex task of establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront behaviour, promote pro-social behaviour and reinforce positive behavioural goals. A key part of this is helping and encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others.The standard covers initial contact with the individual, sustaining, developing and disengaging from relationships with individuals. This standard is based on modelling pro-social behaviour. Initial contact might be through individual self-referral, as part of the case management process, or as a result of the individual being referred by other individuals or agencies.The term 'individuals' refers to the people with mental health needs with whom you work. Users of this standard will need to ensure that practice reflects up to date information and policies.Version No 2

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. how you have applied the principles of equality, diversity and anti-discriminatory practice to your work
2. how culture, gender and beliefs can affect attitudes and behaviour and how it maybe perceived by others, why it is important to recognise and challenge this in yourself
3. the specific legislation, guidelines of good practice, charters, protocols and service standards which relate to the work being undertaken and the impact of this on the work
4. the role of the agency and its services and how they relate to other agencies and services in the sector
5. the agency'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
6. your own role and responsibilities and from whom assistance and advice should be sought if you are unsure
7. the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
8. relevant research into the relationship between known factors which influence behaviour and evidence of effective practice in tackling these factors:
9. relevant research into effective practice promoting pro-social behaviour and

confronting challenging behaviour; how you have applied these in your work

10. strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others

11. why it is important to explicitly identify with the individual the behavioural goals to be addressed

12. how to create and promote opportunities for individuals to practise the desired behaviour

13. the importance of including within plans staged, positive, achievable objectives for change

14. the importance of your role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring your own effectiveness in this

15. possible methods available for enabling individuals to change their behaviour, such as motivational interviewing, cognitive behavioural methods, adult learning methods, solution-focused therapy

16. evidence of their effectiveness and what may affect availability and suitability of the different options

17. the ways in which an individual's culture and gender might influence the choice of methods selected

18. the different forms and range of effective communication

19. the effect of culture on communication

20. how to recognise what people are trying to convey by their behaviour

21. behaviours which demonstrate value for others and those which do not

22. the effect that challenging behaviour has on individuals and others in the vicinity

23. strategies for:
    1. promoting pro-social behaviours and lifestyle
    2. confronting challenging behaviours whilst maintaining safety

24. methods of defusing potentially risky situations, such as de-escalation, diversion, talking people down

25. working methods and styles which may be used in developing, sustaining and enabling individuals to move on from relationships

26. how to empower individuals to make effective relationships in the future

27. methods of:
    1. evaluating your own competence,
    2. determining when further support and expertise are needed
    3. the measures you can take to improve your own competence in this area of work

28. the options for working with individuals which you have considered and the reasoning processes you used in determining the most appropriate approach for the individual concerned

PERFORMANCE CRITERIA

You must be able to do the following:

1. gather and review relevant information to familiarise yourself with the individual's background, circumstances, behaviour and needs before initial contact with them

2. inform individuals accurately and clearly of your role and responsibilities and how your work relates to that of workers in other agencies

3. explain clearly:

  1.the values and objectives within which you are operating

  2.the nature and boundaries of your relationship with the individual

  3.your own expectations of the individual's behaviour during contact

  4.the agency's expectations of the individual

  5.the outcomes and consequences that may be applied if expectations are not met

  6.the specific behavioural goals which are to be addressed

4.explore with individuals what they expect from yourself and the agency

5.interact with individuals throughout the process in a manner which:

  1.demonstrates respect for the individual

  2.models socially-desirable behaviour and communication

  3.is appropriate to the individuals' background, culture, circumstances and learning needs

  4.encourages an open exchange of views

  5.minimises any constraints to communication

  6.is free from discrimination and oppression

6.check with individuals their understanding of interactions in a manner appropriate to their needs

7.challenge constructively attitudes and behaviour which are anti-social or discriminatory, in a manner which takes account of personal safety and which promotes the individual's change and development

8.maintain contact with individuals at a frequency and using methods which are consistent with your role, agency and statutory requirements

9.identify factors which are known to trigger certain kinds of behaviour in the individuals, take appropriate actions to maintain calmness and safety and enable individuals to find alternative ways of expressing their feelings

10.encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment

11.challenge the individual when their behaviour and language is anti-social, discriminatory, abusive, aggressive or infringes the rights of others and suggest positive alternatives in a way which encourages them to change

12.review regularly with individuals their goals and the actions that they have taken to reach them, and offer prompt constructive feedback on progress

13.explore with individuals any barriers to progress and ways in which they can address them

14.continuously monitor and review your own behaviour, communication and interactions to ensure you are consistently modelling good practice

15.summarise clearly and accurately the outcomes of work achieved with individuals once it is known that contact with them is to end

16.compare outcomes with original agreements and purposes and assist individuals to review and revise their goals and plans and encourage them to find ways to sustain their behaviour change

ADDITIONAL INFORMATION

This National Occupational Standard was developed by Skills for Health.This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):Dimension: HWB4 Enablement to address health and wellbeing needs