

## **H5M3 04 (SCDCCLD0325) — Support Children and Young People Through Major Transitions**

### **Overview**

This standard identifies the requirements when working with children or young people in order to identify major transitions that may be occurring or are about to occur in their lives. Major transitions arising from life events may be an experience in the life of a child or young person that can affect them emotionally, behaviourally or developmentally. These transitions are major and far reaching, such as bereavement, divorce, relocation, separation from family through removal to children's home and fostering. Such transitions may be known and planned for or unexpected and unplanned, but critically they have a major impact on the child or young person.

## Additional Information

### Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

**NOTE:** Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Agreed others.** Those whom the child or young person have either agreed should be told or those whom they already know will be told.

**Associated changes** are changes brought about by the circumstances that the child or young person find themselves, ie a bereavement of someone close, being taken into care and the associated losses and emotions which accompany this.

**Elsewhere.** It should not be assumed that support will come from another agency or organisation as there may be, for example, kinship or community solutions.

**Knowledge.** Where possible the child/young person's agreement should be sought but where the duty of care outweighs agreement they should be informed what will happen.

**Others** are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

**Strengths** may include inner resilience and coping mechanisms. It may also be a supportive family or extended family, supportive community, faith or church group.

**Unique to that child.** Many children or young people come into care, many go to a foster home, many experience bereavement, but each child or young person's experience is different. No matter how often a learner works with a child or young person in similar circumstances, each child or young person's experience is unique and should be treated as such.

## Scope/range related to Knowledge and Understanding

**All knowledge statements must be applied in the context of this standard.**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

### **Factors that may affect the health, wellbeing and development may include:**

family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

### **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 33 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Recognise life events and transitions

	Performance Criteria	Evidence Number where this criteria has been met
1	Understand the circumstances of the transition that the child is going through by reflecting on the child's situation and <b>associated changes</b> .	
2	Recognise that this situation is <b>unique to that child</b> .	
3	Reflect on what the child or young person is going through without any pre-judgements.	

### Respond to life events and transitions

4	Build trusting and honest relationships with children or young people using language appropriate to their age and stage of development.	
5	Establish with <b>others</b> the limits of your role and capabilities in offering the support required.	
6	Explain truthfully to children or young people what information you may have to share with others and why.	
7	Confirm with the child or young person and <b>agreed others</b> the boundaries and protocols that govern your role in supporting children or young people through transitions.	

## Support children and young people to manage transitions in their lives

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Work with others to plan how to support children or young people to manage transitions in a positive way.	
9	Provide support in a timely way to support children or young people to get through the life event or transition to achieve a positive outcome.	
10	Use observation to assess emotions and behaviours which identify indicators of resilience or distress.	
11	Listen to assess emotions and behaviours which identify indicators of resilience or distress.	
12	Provide opportunities for children or young people to explore and discuss significant events and experiences.	
13	Provide structured opportunities for children or young people to explore the feelings associated with the life event.	
14	Support the child or young person to explore the reasons for the changes they are experiencing.	
15	Communicate with children to let them know that what they are experiencing is important and being taken seriously.	
16	Encourage the child or young person to ask questions.	
17	Confirm with the child or young person that you have understood what they have told you.	
18	Listen actively to the child or young person.	
19	Respond to any concerns that the child or young person may have.	

## Support children and young people to manage transitions in their lives (cont)

	Performance Criteria	Evidence Number where this criteria has been met
20	Work with the child or young person to explore what <b>strengths</b> they have to get through the situation.	
21	Discuss with the child or young person what other supports may be available.	
22	Identify evidence of any risks to the child or young person's wellbeing brought about by this life event or transition.	
23	Enable the child or young person to recognise what other supports are available.	
24	Share concerns with agreed others, with the child or young person's <b>knowledge</b> .	
25	Comply with legal, organisational and ethical requirements relating to the exchange of information.	
26	Make effective links with others within your own organisations or <b>elsewhere</b> as necessary to engage support and with the agreement of the child or young person.	
27	Facilitate the child or young person to avail of the support.	
28	Continue to reinforce with the child that their experience remains important.	
29	Record any decisions and actions taken using agreed procedures and ways of working.	

**Evaluate your work in supporting the child or young person through the transition or life event**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
30	Evaluate progress in going through the transition or life event.	
31	Reflect on the strengths of your engagement in supporting the child or young person through the life event or transition.	
32	Identify through feedback from the child, young person or others any areas of your practice which should be developed.	
33	Avail of opportunities of improving practice regarding supporting change or transitions.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 46 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

### Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

### Personal and professional development

28	Principles of reflective practice and why it is important.	
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## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

## Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
38	Types of major transition that children and young people may experience.	
39	Knowledge of how transitions and change can impact emotionally, physically, intellectually and psychologically.	
40	The effects that transitions can have on children and young people.	
41	The signs and indications that a child or young person is going through a particular transition.	
42	How the impact of culture, religion, personal beliefs, gender, stage of development and previous experiences may affect a child or young person's approach to transitions.	
43	The importance of enabling children or young people to explore their concerns about transitions in a positive and non-threatening manner.	
44	Theories of transition and loss.	
45	Theories about and approaches to remembering, such as memory boxes.	
46	Non-verbal techniques to enable the expression of feelings, such as art or play.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	