

Unit 7: Lead Practice that Supports Positive Outcomes for Child and Young Person Development

Unit code:	MU5.3
Unit reference number:	J/601/9369
QCF level:	5
Credit value:	6
Guided learning hours:	36

Unit summary

The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

Assessment requirements

This unit need to be assessed in line with Skills for Care and Development's QCF Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand theoretical approaches to child and young person development

Theories and frameworks of child and young person development: cognitive development theory (Piaget, Vygotsky, Bruner); psychoanalytic (Freud, Erikson); humanist theory (Maslow, Rogers); social learning theory (Bandura); behaviourist approaches (Pavlov, Skinner, Watson); information-processing approach; attachment theories (Winnicott, Bowlby, Rutter); Kohlberg's levels of moral development; social pedagogy; constructivist approach (Donaldson, Athey); language development theories (Brofenbrenner); personalised learning programmes; curriculum approaches (Te Whāriki)

The potential impact on service provision of different theories and approaches: child-centred approach; behaviour policies and strategies; curriculum approaches eg Reggio Emilia, High Scope; teaching and learning strategies; use of observation; role of key workers; inclusive practice

The move towards outcomes-based services for children and young people: Every Child Matters Outcomes Framework (2008); The Children's Plan (2007); Outcomes Based Accountability (OBA) approach; focus on results rather than service input; increasing engagement with community, families, children and young people

2 Be able to lead and support developmental assessment of children and young people

Methods of developmental assessment and recording for children and young people: role of lead professional; assessment frameworks; observation eg narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram), video recording, photographs; assessment for learning; standard measurements; centile charts; information from others (parents, carers, children and young people, professionals, colleagues); Leuven Involvement Scale; neonatal tests eg Apgar Score, Barlow's test; Common Assessment Framework; screening programmes eg sight, hearing tests; health surveillance; health records; developmental reviews

Partnership work with other professionals in assessing development of children and young people: other professionals eg health, children's social care, youth justice; public, private and third sector services; models of multi-agency working (multi-agency panel, multi-agency teams, integrated services); commissioning services; information sharing; shared language, values and systems; early intervention strategies

Strategies to encourage child or young person and carers' participation in developmental assessment: carers eg families, paid carers; building partnerships with families/carers; involving in decision making; listening to children and young people; demonstrating respect; use of advocates; supporting children, young people and parents to make informed choices; parental rights and responsibilities; building trust, building and

maintaining relationships; breaking down barriers eg physical access, communication, language; sharing information/observations; home visits; knowledge of culture, language, religion; workshops/parenting programmes; providing coherent/transparent policies and services; SEAL Programme (Social and Emotional Aspects of Learning) promotes whole school approach to encourage learners to develop social and emotional skills

Measuring the effectiveness of strategies: level of involvement, evidence from feedback, willingness to share information; outcomes (wellbeing of child and young person); reaching priority groups eg young unsupported parents, socially isolated, those in poor housing conditions

3 Be able to develop and implement programmes with children or young people requiring developmental support

Assessments to develop programmes of support: holistic assessment; involvement of child, young person and family; importance of identifying strengths and needs; taking into account preferences and family circumstances; advocacy; identifying services to support

Circumstances where referrals to other agencies may be required: developmental delay; failure to thrive; learning difficulties; concerns about harm or abuse or likelihood of harm or abuse; changes in behaviour; anti-social or offending behaviour; concerns raised by parent/carer/colleague; lack of progress following intervention; communication difficulties; health concerns; risk factors eg poverty, attitudes towards education, lack of bonding/attachment

How referrals to other agencies are managed: legislation affecting information sharing (Data Protection Act 1998, Freedom of Information Act 2000); Government guidelines eg information-sharing toolkit; Codes of practice, policy and procedures of setting; Caldicott Principles (1997); shared IT systems; Contact Point (CP); Common Assessment Framework (CAF); explicit informed consent and implied consent; concept of 'capacity to consent'

Early interventions to promote positive outcomes for children and young people's development: Children's National Service Framework; Child Health Promotion Programme including developmental screening and immunisation; family support services eg family centres, Sure Start programme; healthy schools programme; early diagnosis of health conditions; mental health assessments; pre-conception and neonatal care; assistive technology; mobility aids; health promotion eg mental and sexual health; diet and nutrition

The implementation of a personalised programme of support for children or young people: programmes of support eg Individual Education Plans (IEP), behaviour support plans, transition to adult services, child protection plans, Youth Inclusion Programme (YIP), Early Support Programme for children with disabilities and their family; leading on assessment and target setting; being receptive to new ideas and innovative working practice; liaising with others eg children, parents, professionals; monitoring the implementation of programmes; evaluating outcomes; methods of recording implementation

4 Be able to evaluate programmes for children or young people requiring developmental support

Reviewing programmes of developmental support: as a continuous cycle; monitoring and reviewing quality of outcomes; use of specific, measurable, achievable, realistic and timed (SMART) targets; seeking feedback from children, young people and carers; liaising with colleagues and professionals; appropriateness of targets and goals

Strategies for improvement for programmes of development support: collaborative and team approach; drawing on specialist expertise; removing barriers which prevent successful outcomes eg communication, physical, attitudinal; problem solving strategies; identify training needs

5 Be able to lead and promote support for children experiencing transitions

Evidence-based practice to support children or young people experiencing transition: common transition eg transferring to primary or secondary school; physiological transitions eg stages of growth and development, puberty; particular or personal transition eg ill health, disability, family breakdown, reconstituted family, change of carer, physical move to new home/locality; research evidence eg Ofsted 2004, Barnardos 2004; systematic observations; reflecting on current policies and procedures; professional knowledge and expertise

Implement evidence-based practice to support children and young people experiencing transition: child-centred practice eg needs and preferences; seeking feedback from children, young people and families; preparing for and supporting during transition; promoting coping strategies; building trusting relationships; promoting a supportive ethos; giving praise and encouragement; finding opportunities to discuss concerns and effects of transition with children; showing respect; use of reflective listening skills

Evaluate the implementation of evidence-based practice to support children and young people experiencing transition: listening to children and young people and families; comparison of outcomes with expectations/objectives; identifying benefits; identifying changes or improvements to be made

6 Be able to lead positive behaviour support

Evidence-based practice with children and young people to encourage positive behaviour: current research evidence eg Irvin et al 2006, Walder, Cheney, Stage and Blum 2005, Oswald, Safran and Johanson 2005; systematic observation; implications for practice; evidence-based policy making; monitoring progress/outcomes; professional expertise/discussion; reflective practice

Approaches to supporting positive behaviour: least restrictive principle; reinforcing positive behaviour; modelling/positive culture; child-centred approach eg understanding reasons for inappropriate behaviour and adapting responses; inclusive approach; implementing individual behaviour plans; phased stages; interventions; de-escalation and diversion strategies; containment; when restraint may be used; setting boundaries and negotiation; involving children to reflect on and manage own behaviour; inductive discipline; anti-bullying strategies including cyber-bullying

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand theoretical approaches to child and young person development	1.1 Explain different theories and frameworks of child and young person development 1.2 Explain the potential impact on service provision of different theories and approaches 1.3 Critically analyse the move towards outcomes-based services for children and young people			
2 Be able to lead and support developmental assessment of children and young people	2.1 Support use of different methods of developmental assessment and recording for children and young people 2.2 Work in partnership with other professionals in assessing development of children and young people 2.3 Develop strategies to encourage child or young person and carers' participation in developmental assessment 2.4 Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to develop and implement programmes with children or young people requiring developmental support	3.1 Support use of assessments to develop programmes of support 3.2 Explain circumstances where referrals to other agencies may be required 3.3 Explain how referrals to other agencies are managed 3.4 Support use of early interventions to promote positive outcomes for children and young people's development 3.5 Lead the implementation of a personalised programme of support for children or young people		
4	Be able to evaluate programmes for children or young people requiring developmental support	4.1 Review programmes of developmental support 4.2 Implement strategies for improvement for programmes of development support		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to lead and promote support for children experiencing transitions	5.1 Explain how evidence-based practice can be used to support children and young people experiencing transitions			
	5.2 Lead the implementation of evidence-based practice to support children or young people experiencing transition			
	5.3 Evaluate the implementation of evidence-based practice to support children or young people experiencing transitions			
6 Be able to lead positive behaviour support	6.1 Support use of evidence-based practice with children and young people to encourage positive behaviour			
	6.2 Critically evaluate different approaches to supporting positive behaviour			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____