

Introduction**What is this unit about?**

This unit is about working with children, families and other professionals to identify and assess the need for early intervention for the benefit of children. Needs could include sensory impairment; health needs, including chronic illness or disability; social interventions; literacy or numeracy; developmental delay as well as other circumstances.

Who is this unit for?

This unit will be useful for a range of practitioners working in a variety of settings whose main purpose is children's care, learning and development and those who are responsible for supporting children and families in need of early intervention. You may also assist professionals in implementing strategies and plans to meet needs.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

1. Help to identify families in need of early intervention and support
2. Negotiate and assess needs in consultation with families
3. Work with families and other agencies to access specialist support
4. Monitor and evaluate services to ensure the needs of children and families are met

Place in the NVQ/SVQ framework

This unit is a group 1 option unit in the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 3.2, 3.3	Communication: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Working with Others: Intermediate 2
Problem Solving: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2

What we mean by some of the words used in this unit

Families	Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility
Parents	Those (fathers and mothers) who have formally and legally acknowledged parental responsibility for the continuous care and well-being of the child in question, whether biologically related or not

CCLD 313

Support early intervention for the benefit of children and families

Specialist support

Support that is relevant to the reason for early intervention e.g. speech and language therapy, drug and alcohol support, literacy needs

The National Standard

Element CCLD 313.1 Help to identify families in need of early intervention and support

Performance criteria

This is the national standard which you must meet:

1. Communicate with families, parents and children in ways that establish positive relationships based on trust and openness
2. Demonstrate a non-judgmental attitude that values diversity and recognises cultural, religious and ethnic differences
3. Encourage families to discuss any concerns and share information likely to impact on the child's health, well-being or developmental progress
4. Use different sources of information, including observations, to identify or validate concerns about children
5. Refer any concerns about children and their families to the relevant agencies, in line with organisational policies and procedures
6. Accurately record information about children, using agreed formats and language, reassuring parents of the confidentiality of such information

The National Standard

Element CCLD 313.2 Negotiate and assess needs in consultation with families

Performance criteria

This is the national standard which you must meet:

1. Discuss the issues and difficulties facing families, including the capabilities and limitations of children in a positive and supportive manner
2. Help parents and children to identify the areas in which they need help and support
3. Provide information and discuss the options for intervention with parents
4. Recognise and acknowledge parents' feelings with empathy and understanding
5. Agree a plan for obtaining specialist support for families and children
6. Identify and agree the roles and responsibilities of parents and practitioners

The National Standard**Element CCLD 313.3 Work with families and other agencies to access specialist support****Performance criteria**

This is the national standard which you must meet:

1. Identify professionals, agencies and services which can provide help and support to families and children that meets their identified needs
2. Help parents access specialist services and expertise through appropriate channels
3. Discuss and agree with parents the information that needs to be exchanged with other professionals or agencies, in order to provide optimum care for the individual child
4. Ensure parents and families understand policies in relation to confidentiality, and the boundaries and limits of confidentiality
5. Develop positive and effective working relationships with other professionals and agencies
6. Recognise and address any barriers, issues or communication difficulties that could affect multi-disciplinary working
7. Participate in and contribute to multi-disciplinary work, as agreed with agencies and individual practitioners
8. Keep records of contacts and information in line with agreed policies and procedures

The National Standard**Element CCLD 313.4 Monitor and evaluate services to ensure the needs of children and families are met****Performance criteria**

This is the national standard which you must meet:

1. Regularly review children's individual needs to ensure that they are being met through specialist interventions
2. Discuss services and provision with individual families and seek their views
3. Regularly liaise with colleagues, agencies and professionals to discuss progress, feed back parents' views and amend plans and strategies
4. Agree and implement any changes in order that the requirements of parents and the needs of their children continue to be met
5. Keep accurate records of meetings and discussions

What you must know and understand

To be competent in this unit, you must know and understand the following:

K3C635	How to use communication to develop positive and trusting relationships
K3P636	Ethical issues that may arise in cases of early intervention
K3P626	What is meant by a non-judgmental attitude and why it is important to demonstrate to families that you value diversity
K3M638	Ways in which you can encourage families to share information
K3D639	Families' emotions and feelings about needing intervention or specialist help
K3D640	What sources of information you could use to confirm the need for intervention for individual children
K3M629	Why it is important that responsibilities for sharing information between practitioners and parents are clearly stated and understood by both parties
K3M642	What the agreed formats for recording information are and why it is important that these are followed
K3P643	The type of specialist help that is available for families, including financial help
K3M644	How to access specialist help and the appropriate channels for doing so
K3C645	How to develop positive relationships with professionals and colleagues from other agencies
K3M646	The barriers that may be encountered when working with other professionals and how these may be overcome
K3C647	How to contribute effectively to multi-disciplinary working