

1 Core Competencies Log for Parents working families of disabled children and young people re 'Introductory Conversations'

(Core competencies cover behaviours, values, experience, skills and demonstration of safeguarding)

Learning Outcomes	Assessment Criteria	Evidence of how this has been achieved with signature of a person who shared your success	Date celebrated
<p>Parents who are to be accredited as reaching the satisfactory standard to work with families with 'introductory conversations' must be able to:</p> <p>1 Adapt flexibly to reflect the diversity of experience, resources, expectations, cultural, religious and linguistic differences of each family.</p>	<p>Have given an example of how their practice has met the individual needs of a family.</p>		
<p>2 Understand the dynamics of successful partnerships/ relationships.</p>	<p>Have given an example, drawn from their current practice, of steps they have taken to create a successful partnership with a family.</p>		
<p>3 Recognise the importance of working flexibly to work with all family members.</p>	<p>Give an example of how they have involved family members.</p>		

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4 Work with a family to help them to identify what is important to them.	Have given an example of how information provided by the family has influenced their working practice.		
5 Work flexibly within the daily experiences and routines of a family.	Have given an example of how they have responded flexibly to the daily experiences and routines of a family.		
6 Support a family within the partnership to monitor and review progress and celebrate success.	Have given examples of how a family has been involved in monitoring and reviewing the child/young person's progress and celebrating success.		
7 Help a family to develop their understanding of opportunities available to them within their communities.	Have provided information to a family about how to access local amenities, support and services.		
8 Access relevant departments or services within these agencies and understand their referral policies and procedures.	Have produced the contact details of local services for a family on request.		
9 Enable a family to assess their need for additional	Can demonstrate how this has been achieved in the community		

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support and how this can best be met from community based support services.	without referral to statutory social care services.		
10 Demonstrate they can share information whilst maintaining the required standards of confidentiality.	Have explained the policy on confidentiality.		
11 Recognise that we live in a diverse society and reflect this in their interactions with families.	Have explained how they reflect diversity in society in their approach to working with families.		
12 Understand the barriers that are faced by disabled people and their families.	Have produced a reflective log after attending Disability Equality training. <i>The nature of a 'Reflective Log' is detailed in the Guidance.</i>		
13 Demonstrate that they have a working knowledge of current legislation, including data protection and freedom of information.	Have described how they have explained the current legislation to families.		
14 Communicate effectively through the use of a range of communication skills.	Have demonstrated they have used effective communication skills for a range of settings,		

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	situations and recipients.		
15 Understand the basic components of active listening skills.	Have been observed using simple active listening skills.		
16 Access supervision and present relevant information.	Have attended and contributed to supervision sessions at least fortnightly.		
17 Facilitate communication between a family and professionals.	Have exchanged information with other professionals within the bounds of the policy on confidentiality.		
18 Incorporate advice from other professionals into the planned support with a family.	Have produced two examples of planning that has been informed by liaison with other professionals or agencies.		
19 Support a family in their planning for a consultation with a professional.	Have produced one example of a strategy used to help a family plan for their consultation with a professional.		
20 Support a family in the transition process as their child moves on from Introductory Conversation.	Describe how they and the family have worked together to prepare for the child moving on from Introductory Conversation.		

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Also

- *Safeguarding.*
- *Escalation up and down system to ensure appropriate and proportionate response for families.*
- *Information sharing/confidentiality.*
- *Identifying own training needs.*
- *Show where challenge has been brought ie allowing families to think differently.*
- *Demonstrate how conflicting views within the family have been managed eg between child/parent, parent/parent, parent/extended family members.*

