


Dimension 5 | Supports and Interventions

	→ Informed	→ Skilled	→ Enhanced	→ Specialist
	Methods and Models of Intervention 			
Knowledge	<p>Be aware that all people that work with children and young people have a valuable role in supporting mental health and wellbeing</p> <p>Be aware that support for children and young people’s mental health can take many different forms, including work directly with children, working with parents and working to change aspects of the environment</p> <p>Be aware of how and where to sign-post people to appropriate self-help activities, peer support or other agencies and resources</p> <p>Be aware of community resources and projects relevant to the promotion of mental wellbeing (such as youth clubs, drop-in centres, sports facilities and so on)</p>	<p>Be aware that while potentially offering support and services to parents, the needs of the children and young people are primary</p> <p>Know the difference between universal preventive programmes and targeted interventions</p> <p>Have a good working knowledge of resources available to support families, particularly those facing additional vulnerability</p> <p>Have a broad understanding of evidence-based practice and how this informs the selection of both universal and targeted interventions across settings</p>	<p>Know about protocol driven programmes for mild to moderate mental health difficulties: individual or group delivery</p> <p>Keep up to date with evidence-base and draw upon knowledge of therapeutic models appropriate to work setting (such as, behavioural, cognitive behavioural therapy, systemic therapies, psychodynamic, interventions based on social learning theory)</p> <p>Know the range of psychological interventions that may be indicated when a young person may be at risk of self-harm or suicide</p> <p>Knowledge of the range of interventions offered by your service and by other services</p> <p>Know about the range of social care options that may improve the quality and length of life for children and young people living with mental ill health, including access to self-directed support</p> <p>Know theory and models underpinning group intervention</p>	<p>Have specialist and current knowledge of multiple mental health interventions</p> <p>Know the range of psychological theories and models which are relevant to understanding distress and crisis intervention</p> <p>Draw on knowledge of the conceptual and empirical research-base which informs thinking about the impact of social and cultural factors on the effectiveness of psychological interventions</p> <p>Know how health promotion and prevention strategies relate to, and can contribute to, the protection of children</p>

 Further detail at the enhanced and specialist practice level is contained within CAMHS Competence Framework

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Methods and Models of Intervention continued				
Skills	<p>Direct families to sources of information that promote good health, positive parenting practices and caring for their child</p> <p>Provide information and support families to link in with services that can help</p> <p>Be able to talk to children and parents about typical development</p> <p>Be able to support children and young people consistent with role and child's plan</p> <p>Understand the importance of working within the limits of own competence and role</p> <p>Be able to use evidence and information relating to children and young people to agree interventions to support them at the earliest opportunity</p> <p>Be able to draw on knowledge of the relevant legislation and policies that apply to the settings in which interventions take place</p>	<p>Use strengths-based approaches, that recognise and build upon a child and family's own abilities, knowledge skills and potential</p> <p>Promote social and emotional development through universal approaches, such as supporting play, positive parenting interventions and personal social education (PSE)</p> <p>Work with others in the wider professional network to ensure children and their families are supported when compulsory measures are necessary</p> <p>Ensure that support and services are accessible to children, young people and their families who may face barriers in accessing help and support</p> <p>Talk with children, young people, and their families about the impact of social media on protective and adverse factors for mental health and wellbeing</p> <p>Encourage and scaffold child and young people to engage in valued and meaningful social activities</p> <p>Adapt your usual practice to meet the developmental needs of a child or young person</p>	<p>Support parent's emotional regulation, attunement and confidence to understand and meet their child's needs</p> <p>Support parents to understand and meet their child's needs at an appropriate developmental level</p> <p>Explain the value of play to parents and support them if necessary</p> <p>Support others to deliver universal/preventative intervention in social and emotional learning</p> <p>Deliver targeted approaches for mild to moderate mental health difficulties, such as cognitive behaviour therapy informed programmes</p> <p>Be able to deliver effective, evidence-based interventions to support attachment and optimal child development</p> <p>Apply knowledge of therapeutic models and evidence-based practice to inform decision-making about the range of interventions employed</p> <p>Be able to plan and deliver group interventions</p>	<p>Be able to provide evidence based psychological therapy, based on a collaborative formulation</p> <p>Be able to apply integrative practice for difficulties without a clear evidence base</p> <p>Be able to provide children, young people, and families with information on the various options for intervention if deemed necessary, including information about their efficacy and potential side effects</p> <p>Be able to tailor interventions to suit developmental stage/tasks and family lifecycle stage/attachment style</p> <p>Contribute to public mental health interventions which seek to explain and promote healthy parent-child relationships and optimal child development</p> <p>Where there is evidence that specific beliefs, practices, and lifestyles are likely to impact on the accessibility of an intervention, make appropriate adjustments to the intervention and/or the way it is delivered, with the aim of maximising its potential benefit to the child or young person</p>

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Methods and Models of Intervention continued				
Skills		Create environments that are inclusive and allow children and young people to be understood		<p>Directly involve and engage people with lived experience to influence service improvement and redesign</p> <p>Maximise community links to enhance vocational and employment opportunities for people</p> <p>Design services that promote emotional wellbeing and resilience.</p> <p>Integrate and influence mental health as a priority within policy and strategy both locally and nationally</p> <p>Act to mitigate any negative impacts of wider policy on mental health and wellbeing</p> <p>Use data to analyse and understand the prevalence of stigma and discrimination as appropriate to role and work context</p>


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Psychoeducation				
Knowledge relating to psychoeducation is covered in Dimension 2				
Skills	<p>Be able to talk to children, young people and families about mental health and wellbeing</p>	<p>Be able to talk with children and young people and/or families, about common mental health difficulties</p> <p>Share knowledge about mental health in children and young people with colleagues</p> <p>Explain to families the approaches available to support parent – child relationships</p> <p>Share information about typical development with children and young people and colleagues as required</p> <p>Reduce and challenge discrimination and stigma against CYP experiencing mental health issues</p>	<p>Be able to share knowledge about how mental health presents across the age range</p> <p>Be able to share knowledge on the impact on developmental difference on mental health difficulties</p> <p>Help parents to understand the impact of trauma on attachment, and develop strategies to manage this and help the child feel safe</p> <p>Be able to explain concepts in mental health in helpful, easy to understand, and non-stigmatising ways</p>	<p>Be able to provide psychoeducation to children, young people, and their families, as part of a holistic intervention</p> <p>Be able to educate others about mental health difficulties and disorders in children and young people</p> <p>Work with others to reduce stigma that occurs at various levels including self, public, institutional, and service levels, as appropriate to role and work context</p>

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Endings and Transitions				
Knowledge	<p>Be aware that transitions and change can be particularly difficult for some children and young people, such as those who are neurodiverse and/or have experienced trauma or adverse experiences</p> <p>Be aware of the impact of endings, such as the end of contact with a child or young person</p> <p>Be aware of that ending can happen for many reasons, including job changes, and can be planned or unplanned</p>	<p>Be aware of the impact of endings and transitions on staff working with children and young people</p> <p>Be aware of the importance of clear and timely communication about endings and transitions</p> <p>Be aware of any unhelpful avoidance of endings</p> <p>Be aware that ending a relationship with a professional in a therapeutic relationship can trigger feelings for a child or young person that relate to previous losses or bereavements that they have experienced</p>	<p>Understand the process of beginning, middle and end of therapy</p> <p>Be aware of how to respond to unplanned endings, including local procedures in response to ‘failure to attend’ appointments</p> <p>Be aware of local services that can continue to support children and young people that can continue to support at the end of contact with service</p>	<p>Have specialist theoretical knowledge of the endings and transitions and how they relate to attachment theory and systems theory</p> <p>Understand how endings and transitions impact the wider system working with a child or young person and their family</p>
Skills	<p>Be able to identify transition points</p> <p>Prepare child and young people and families for transitions and change appropriately to meet their needs</p> <p>Communicate upcoming endings to others working the child or young person</p>	<p>Be able to assist children, young people, and their families with managing transitions in a healthy way</p> <p>Prepare children and young people and their families for a planned ending of contact and assess any risk associated during or after this ending</p>	<p>Be able to incorporate understanding of transitions into wider understanding of a child or young person</p> <p>Be able to work with planned endings: preparation; risk; exploration of feelings in connection with ending; opportunity for reflection on the process of intervention; preparation for transition to another service where appropriate</p> <p>Be able to work with premature or unplanned endings</p>	<p>Be able work with multi-disciplinary and multi-agency teams to manage endings and transitions for children, young people, and their families</p> <p>Be able to design joined up services that manage transitions well</p> <p>Develop organisational guidelines about good practice in managing transitions</p>

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Working with and Across Agencies				
Knowledge	Be aware of GIRFEC and the importance of multiagency working and information sharing	<p>Know the responsibilities of each agency and discipline</p> <p>Be aware of wider support and services that provide services to adults that may be working with parents</p>	Be aware of systemic factors that support and challenge multi-disciplinary and multi-agency working	Challenge stigma in multidisciplinary and professional settings
Skills	<p>Be able to effectively communicate with all partners and agencies involved in supporting a child or young person using local Information Sharing Policy and Guidance</p> <p>Be able to seek advice on information sharing if unsure</p>	<p>Contribute to multi-professional/ multi-agency intervention</p> <p>Support parents to access mental health support as required</p>	<p>Develop multi-disciplinary and multi-agency holistic support and intervention plans/pathways with clearly stated responsibilities for delivery</p> <p>Co-ordinate multi professional/ multi agency assessments and interventions</p>	Be able to deliver cross agency interventions into complex family situations with fidelity and producing outcomes consistent with the evidence-base

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Noticing and Measuring Change: Routine Outcome Measures and Psychometrics				
Knowledge	Be aware that noticing and recording change in a child or young person's presentation is important to support their mental health and wellbeing		Be aware of commonly used measures including their purpose and application such as, outcome measures and goal-based outcomes	<p>Have specialist knowledge of outcome measures and psychometrics for assessing change</p> <p>Have a specialist knowledge of the psychometric properties of measures, such as validity and reliability, and applicability</p> <p>Understand the methods of audit and evaluation</p> <p>Inform practice at all levels by leading the dissemination of research evidence and theoretical knowledge</p>
Skills	Be able to provide information about any changes using the GIRFEC national practice model	Be able to complete questionnaires, and other measures to inform the interventions of other agencies and specialist services	<p>Be able to use outcome measures and goal setting as part of protocol driven intervention</p> <p>Be able to explain the use of measures to people being asked to complete them</p> <p>Develop mechanisms for monitoring clinical outcomes which focus on positive outcomes that are important to the individual and link to the formulation and intervention plan</p> <p>Seek information from multiple sources, including children and young people, on change and integrate feedback into intervention planning</p>	<p>Be able to support others in the appropriate selection and use of measures and goals setting.</p> <p>Be able to interpret and feedback results of measures to child or young person, and wider services</p> <p>If a measure is not available in the client's first language, take account of the implications of this when interpreting results</p> <p>Use results to inform intervention on an individual level as well as service wide improvement</p>

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Psychopharmacology				
Knowledge	Be aware that for some children and young people medication is part of a holistic intervention	Where appropriate have basic knowledge of medication that a child or young person is taking, such as ADHD medication	Be aware of the role of medication in the treatment of children and young people with mental health problems, including in conjunction with psychological intervention	Have detailed knowledge of national guidance, where medication is potentially part of an intervention
Skills	<p>Be able to support a child or young person to take medication as part of holistic treatment intervention.</p> <p>Be able to report concerns as required</p>		<p>Be able to identify when medication may be helpful and seek specialist opinion</p> <p>Be able to monitor medication efficacy and side effect and report to prescriber</p> <p>Be aware of when urgent action / assistance is required due to side effects of medication, such as oculogyric crisis</p>	Prescribe medication while considering developmental context, patient preference, side effects profile, safety issues, capacity and consent issues

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Coaching, Supervision, and Reflective Practice 				
Knowledge	<p>Be aware of the concepts of self-care and emotional toil</p> <p>Be aware of that self-care is particularly important when working with distressed young people and/or those who have experienced trauma</p> <p>Understand what impacts one's own wellbeing and mental health, its impact on others, and how to improve it</p>	<p>Be aware of theories of coaching and adult learning theory and how this support using new skills in practice</p> <p>Be aware of the range of services and resources available to support self-care and staff wellbeing</p>	<p>Know the purpose and theoretical models of supervision and learning and how supervision of clinical practice enhances the quality of the interventions delivered</p>	<p>Detailed knowledge of multiple theories of relational supervision and reflective practice</p> <p>Devise and answer research questions relating to supervision 'fit' for multi-professional and multi-agency colleagues</p> <p>Have a specialist knowledge of supervision of psychological therapy and therapeutic modality specific supervision</p> <p>Be aware of the difference between case management supervision, restorative supervision, coaching and supervision of psychological therapies</p>
Skills	<p>Be able to identify your own need for self-care/restorative supervision and seek this appropriately within your place of work</p> <p>Be a positive role model in managing emotional wellbeing</p> <p>Maintain and update skills and knowledge through participation in continuing professional development</p>	<p>Make use of supervision and support from other members of staff to manage your own emotional responses to providing care and protection for children</p> <p>Reflect on your practice and use reflective tools to do so</p> <p>Use coaching to translate new skills into practice</p> <p>Be able to present an honest and open account of work undertaken</p>	<p>Be able to work collaboratively with supervisor; use self-appraisal and reflection; engage in active learning; use supervision to reflect on developing personal and professional roles; reflect on supervision quality.</p> <p>Be able to determine the appropriateness to target interventions according to need and deliver interventions under coaching or refer on for more specialist support</p>	<p>Be able to monitor and support the delivery of supervision of psychological therapy across a team of service</p> <p>Be able to train and support others to deliver clinical supervision, coaching, and restorative support</p>

 For further detail please see **A competence framework for the supervision of psychological therapies**

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Coaching, Supervision, and Reflective Practice continued							
Skills			<p>Be able to recognise when your ability to self-regulate is compromised and take steps to seek supports with this, such as supervision/reflective practice/self-care</p> <p>Promote the use of self-care and staff wellbeing resources in your workplace</p>		<p>Discuss clinical work with supervisor as an active and engaged participant, without becoming passive or avoidant, or defensive or aggressive</p> <p>When supervising colleagues, take reasonable steps to ensure that they recognise the limits of their competence and do not attempt to practice beyond them</p>		

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Neurodiversity and Additional Support Needs				
Knowledge in Dimension 1: Child Development and Attachment				
skills	<p>Be able to be flexible and adjust usual practices to meet the needs of children and young people with neurodiversity and additional support needs.</p>	<p>Be able to identify where usual practices and/or the environment is impacting on a child or young person's wellbeing and adjust accordingly</p> <p>Be able to use practical strategies, such as technology and adapting communication, to help meet the needs of the individual by facilitating effective communication about supports and interventions</p> <p>Able to adjust intervention work in accordance with any additional support needs of children and young people</p>	<p>Be clear that the aim of any intervention is not to try to cure neurodiversity, but to understand needs and access support, strategies, and medication where appropriate.</p> <p>Be able to use guidelines about ways to respond so that needs are met, such as National Institute for Health and Care Excellence (NICE), Scottish Intercollegiate Guidelines Network (SIGN)</p> <p>Consider sensory processing issues in the development of any support or intervention plan</p> <p>Design support and interventions plans that address medium to longer term needs, such as plans for future transitions</p> <p>Apply knowledge of environmental factors to deliver effective interventions for complex needs</p> <p>Consider the impact on the child young person and family in relation to complex and co-occurring conditions</p>	<p>Be able to identify and assess support and intervention needs in the context of complexity of presentation and systems</p> <p>Consider the role of communication in accessing and being able to benefit from a service</p> <p>Be able to apply extensive theoretical knowledge to complex individual presentations</p> <p>Be able to use neurodevelopmental diagnoses embedded within a formulation to understand a child's needs, strengths and weaknesses following complex trauma, and use this to inform intervention plans</p> <p>Ensure that neurodiversity or additional support needs are not a barrier to accessing mental health interventions</p> <p>Consider how psychological therapies for co-occurring mental health difficulties might be developed.</p> <p>Able to deliver and adapt psychological therapies for children and young people with neurodevelopmental conditions</p>