

## Dimension 3 | Engagement, Containment and Communication

	→ Informed	→ Skilled	→ Enhanced	→ Specialist
<b>Relationship-based Practice</b>				
<b>Knowledge</b>	<p>Understand that all behaviour is communication</p> <p>Be aware of the importance of safe, confiding, reliable relationships for good mental health and wellbeing</p> <p>Be aware of the concept of ‘one good adult’ and the basis of nurture approaches</p>	<p>Be aware of the importance of having a good relationship with a child or young person based on trust and openness while also maintaining professional boundaries</p> <p>Be aware that professional boundaries can be challenged by an urge to be overly involved with and/or avoidant of a child or young person</p>	<p>Understand what makes an effective therapeutic alliance including unconditional positive regard and the importance of therapeutic boundaries</p> <p>Be aware of the types of things that can negatively impact a therapeutic alliance including being distant, distracted, overly rigid or critical or making inappropriate self-disclosure</p>	<p>Understand multiple theories underlying the therapeutic alliance for example, psychodynamic, systems and attachment theories</p>
<b>Skills</b>	<p>Be present and listen actively and reflectively</p> <p>Be reliable, doing what you say you’ll do</p> <p>Demonstrate empathy, ‘feeling with’</p> <p>Use active listening demonstrating undivided attention, eye contact, facial expression, and non-verbal encouragement</p> <p>Work in a way that empowers and takes account of the necessary changes in language for example relating to care experienced young people and how young people self-identify</p>	<p>Be flexible and allow the child or young person to discuss issues which are important to them being respectful, warm, friendly and affirming</p> <p>Be open and trustworthy demonstrating honesty through self-reflection</p> <p>Demonstrate genuine interest in the child or young person’s activities and friendships, including the sense they are making of their identity, sexuality and cultural/spiritual beliefs</p>	<p>Maintain a good therapeutic relationship within a protocol-driven intervention, such as cognitive behaviour therapy informed approaches</p> <p>Be able to recognise and address threats to the therapeutic alliance including being able to manage rupture and repair</p> <p>Be able to make sense of and use process issues in therapy, for example transference and countertransference</p>	<p>Work to understand what barriers children, young people and their families face in accessing services and support, and design interventions to identify and implement potential solutions</p> <p>Contribute to, or lead, multi-disciplinary/agency assessments, share information confidentially, and provide advocacy for families from ethnic, cultural, disability and LGBT+ minorities to ensure equitable standards of care</p>

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<b>Relationship-based Practice</b> continued				
<b>Skills</b>	<p>Be able to work with children and young people to meet their developmental needs which may be at a different level to their chronological age</p> <p>Work in a culturally sensitive manner, being respectful and valuing diversity and difference of experiences, approaches and opinions</p> <p>Listen to, and acknowledge, children and young people's experiences of stigma and discrimination</p> <p>Be able to work in a trauma informed way, that recognises the potential impact of trauma and adversity on a child or young person's ability to form trusting healthy relationships</p>	<p>Assess how differences in language, literacy, culture and disability may affect the relationship with the practitioner and consider how to manage this, and be able to arrange appropriate support, for example, interpreting services, where appropriate</p> <p>Be able to help children and young people who may struggle to disclose their difficulties within their community, taking this into account when accessing interpreting services or groups which provide support to people from a particular cultural, ethnic, religious or disability background</p> <p>Provide support that accepts each person for who they are regardless of age, disability, gender identity, race, ethnic or national origin, religion or belief, sexual orientation or socioeconomic background</p> <p>Incorporate an awareness of issues relating to stigma surrounding mental health concerns into sensitive and respectful communication</p> <p>Demonstrate responsibility by challenging unhelpful language and myths</p>	<p>Take steps to reduce the power imbalance where possible</p> <p>Consider ways that access to and use of services could be facilitated to allow for engagement for example, home visiting, flexible working, linking families with community resources</p> <p>Empower children, young people and their families by using collaborative working practice</p> <p>Be able to conduct assessments and therapy sessions via interpreters or advocates when this will aid engagement and communication with a child or young person and their family</p>	

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<b>Emotional Containment</b>				
<b>Knowledge</b>	<p>Know the importance of identifying and understanding the emotional communication of children and young people and not being overwhelmed</p>	<p>Be able to discuss different emotions and communicate with children and young people that having these emotions is OK and typical</p> <p>Know that emotions can be ‘projected’ into other people if they are too painful to be tolerated, for example, in situations of bullying</p>	<p>Understand theories of emotional containment, including how these are applied within intervention approaches and programmes</p> <p>Understand models of supervision and use supervision for managing the emotional impact of work on the self</p> <p>Know that emotional containment within the context of therapeutic relationships can make a significant contribution to managing clinical risk</p>	<p>Be aware of structured therapeutic approaches to regulate strong emotions</p>
<b>Skills</b>	<p>Support the development of emotional literacy through everyday interactions with children and young people, for example labelling emotions</p> <p>Be able to encourage a discussion about a range of emotional experiences and normalise these experiences, knowing all emotions are valid</p> <p>Be empathetic and recognise that the feelings of distress are very real</p> <p>Be able to listen to and empathise with the emotional expressions of children and young people without becoming overwhelmed</p>	<p>Be able to encourage the expression of all emotions, including those which may be strong/negative emotions by using OARs model (open ended questions, affirmations and reflections)</p> <p>Be able to talk to children when they are distressed, and help them cope with their feelings using emotion coaching strategies</p> <p>Be able to teach and model emotional self-regulation techniques</p>	<p>Elicit emotions that facilitate change and provide containment of strong emotions which interfere with effective change</p> <p>Be able to get alongside the child or young person’s experience and convey your felt understanding of that experience so making strong emotions more tolerable</p> <p>Be able to help parents and other adults to support the child or young person’s capacity to express emotion appropriately</p>	<p>Be able to work across agencies and systems to manage strong emotions in the context of risk and complexity</p>

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<b>Adapting Communication</b>				
<b>Knowledge</b>	<p>Be aware that child and young people communicate differently at different developmental ages and stages</p> <p>Be aware that children and young people communicate in a range of ways, such as verbally and through gesture, play and behaviour</p> <p>Be aware that communication needs to be adapted to age, developmental stage and take account of neurodevelopmental diversity and trauma history</p>	<p>Be aware of the impact of development on a child or young person's understanding</p> <p>Understand that developmental stage, neurodiversity and trauma history may impact how children and young people communicate their mental health needs</p>	<p>Understand the impact of child development and neurodiversity on the child and family's understanding of, and participation in, clinical work</p> <p>Be aware of the importance of ensuring all children, young people and their families can fully participate in assessments and interventions</p>	<p>Have specialist knowledge about how communication can be impacted by mental health disorders and how this can co-occur with neurodiversity and trauma history</p>
<b>Skills</b>	<p>Be able to identify when a child and young person may have difficulty understanding language and communication</p> <p>Be able to use simplified language, visuals and other language and communication friendly approaches</p> <p>Be able to use clear and unambiguous language</p>	<p>Be able to provide developmentally appropriate information and activities to help children and young people express their views</p> <p>Be able to adapt communication using a range of methodologies for communicating with and listening to children and young people</p> <p>Be able to check that the child or young person has understood a question or piece of information</p> <p>Be able to seek guidance on further adapting communication as required</p>	<p>Be able to support parents to modify and adapt their language and communication to take account of their child's needs</p> <p>Be able to adapt an assessment to match the strengths and abilities of a child or young person which may include use of questionnaires with visuals or at different language levels depending on need</p> <p>Engage families with physical and sensory impairment or poor physical health (for example by offering them a choice in assessment venue, or altering the pace and content of the session)</p>	<p>Able to design services to meet the developmental stages/needs of the children and young people they are intended for</p> <p>Ensure that information about how to enhance capacity or decisions is available in a child's plan and risk assessments</p>

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	<b>Confidentiality, Consent and Capacity</b>			
<b>Knowledge</b>	<p>Be aware of children, young people and their parent’s right to privacy and confidentiality</p> <p>Be aware that children and young people may have difficulty giving informed consent due to underlying language or communication difficulties that are not readily evident</p> <p>Understand GIRFEC policies on confidentiality and information sharing both within teams and between different agencies</p> <p>Be aware of parental rights and responsibilities and how these relate to rights and responsibilities and how this relates to information sharing, for example when parental rights and responsibilities have been moved to the local authority</p> <p>Know about GDPR and follow rules put in place by your organisation to comply with this</p>	<p>Be aware that withholding information could place a person at risk of significant harm</p> <p>Know the legal definitions of consent to an intervention, for example that consent must be freely given, the young person must be suitably informed, and that consent can be withdrawn at any time</p> <p>Understand capacity, for example, that young people age 16 or over are presumed to have capacity to give or withhold consent, and unless there is evidence to the contrary, that a child under 16, who can understand and make their own decisions, can give or refuse consent</p> <p>Know that capacity and competence are functional (not dependent on age) such that a child with sufficient capacity and intelligence to understand the nature and consequences of what is proposed is deemed competent to give consent</p> <p>Be aware of parental rights and responsibilities, including the right to consent to an intervention on behalf of a child who does not have capacity</p>	<p>Be aware of the Mental Health Act and the different levels of restrictions within the act and the least restrictive alternative</p> <p>Be aware of the young person’s and named person’s legal rights within the Mental Health Act</p> <p>Be aware of advocacy available to ensure young people have access to an independent representative</p>	<p>Understand that a child or young person’s capacity to give or withhold consent is not absolute, and varies with the complexity of the intervention and perceptions of risks versus benefits, for example, a young person may be judged able to consent to relaxation training but not an admission to an in-patient unit</p> <p>Be aware of the Deprivation of Liberty Safeguards and its impact on consent</p>

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<b>Confidentiality, Consent and Capacity</b> continued				
<b>Knowledge</b>		Know that the safety needs of a child or young person take precedence over issues of consent and confidentiality for example if a young person is at risk of self-harm or any other harm		
<b>Skills</b>	<p>Be able to respect a child or young person's privacy and maintain confidentiality appropriately and seek guidance if unsure</p> <p>Ensure that a child or young person's views are incorporated into any support and intervention plan</p> <p>Follow local procedures and protocols to share information appropriately and securely</p> <p>Ensure that not all information about a child or young person is shared automatically with a family/team/colleagues and be able to negotiate with the young person what is useful to share</p> <p>Ensure all information regarding confidentiality, consent and capacity is given in an accessible way to the young person</p> <p>Seek advice if unsure about any aspects of consent, confidentiality and capacity</p>	<p>Be able to explain and discuss information sharing, confidentiality and its limits, with a child or young person</p> <p>Be able to explain and discuss information sharing, confidentiality and its limits with parents</p> <p>Be able to gain informed consent from a child or young person to conduct an intervention</p> <p>Be able to seek specialist advice to make information accessible</p> <p>Be able to explain the benefits and risks of a proposed intervention to a child or young person using adapted communication as required</p> <p>Be able to maintain confidentiality appropriately, for example be able to respond to requests for information that are inappropriate, such as estranged family members</p>	<p>Be able to assess a child or young person's capacity to consent to information sharing using adaptations to ensure understanding if necessary</p> <p>Seek legal advice about specific circumstances when consent can be accepted from a person who has care or control of the child, but who does not have parental rights or responsibilities</p>	<p>Where a child can give informed consent, be able to consider their consent or refusal where a parent disagrees with their view and negotiate, or problem solve with all parties to identify whether it is possible to reach an agreement</p> <p>Be able to seek and follow legal advice when the withdrawal of consent has implications for the child or young person's welfare</p> <p>Be able to explain to a young person and their named person their right to legal representation if held under the Mental Health Act and ensure all relevant information is given both verbally and in writing</p>