Unit 4227-173 Support positive attachments for children and young people

Level: **3**
Credit value: **7**
UAN: **M/503/5877**

Unit aim

This unit provides the learner with the knowledge, understanding and skills to support the development of positive attachments

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of positive attachment for the well being of children and young people.
2. Understand how resilience can reduce vulnerability of children and young people to separation and loss.
3. Be able to promote positive attachments for children or young people.
4. Be able to develop own practice in supporting positive attachments for children or young people.

Guided learning hours

It is recommended that 55 hours should be allocated for this unit.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 318

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.

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Assessment Criteria

Outcome 1 Understand the importance of positive attachment for the well being of children and young people

The learner can:

1. Summarise theories of attachment.
2. Explain why positive attachment is important for children and young people
3. Evaluate the potential **impact** on the well being of children and young people of not forming positive attachments.
4. Explain the role of **carers** in supporting children and young people to form positive attachments.

Outcome 2 Understand how resilience can reduce vulnerability of children and young people to separation and loss

The learner can:

1. Describe what is meant by the term resilience.
2. Explain how the development of resilience can help children and young people cope with separation and loss.
3. Explain ways carers can help develop resilience in children and young people.

Outcome 3 Be able to promote positive attachments for children or young people

The learner can:

1. Engage a child or young person in routines and activities that promote positive relationships and well being.
2. Use active listening with a child or young person to promote the development of positive relationships and well being.
3. Seek advice and support from **others** when concerned about the attachment behaviour of a child or young person.
4. Implement **agreed strategies** with a child or young person to promote positive relationships and well being.

Outcome 4 Be able to develop own practice in supporting positive attachments for children or young people

The learner can:

1. Describe how a child or young person has been supported by own practice to develop positive attachments.
2. Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person.
3. Reflect on how own practice can be adapted to support a child or young person in the future.

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Additional guidance

Impact – should include both physiological and psychological impact

Carers – could be either paid carers or informal carers

Agreed strategies – strategies agreed with other

Others – to include professionals and family