


Assessment, Analysis and Intervention using The Hope for Children and Families Approaches

BASPCAN Conference April 2018

Fiona Gren and Stephen Pizzev



© Child and Family Training 2018

The Process

(Pizzev, Bentovim, Cox, Bingley Miller & Tapp, 2016)

- Stage 1:** Consider the referral and aims of the assessment
- Stage 2:** Gather information on the child's developmental needs, parenting capacity and family and environmental factors
- Stage 3:** Organise information and organise it using the Assessment Framework and a chronology
- Stage 4:** Analyse the patterns of strengths and difficulties
- Stage 5:** Make judgements based on a systemic analysis
- Stage 6:** Make decisions and develop a plan of intervention
- Stage 7:** Implement the plan of intervention, monitor and review progress

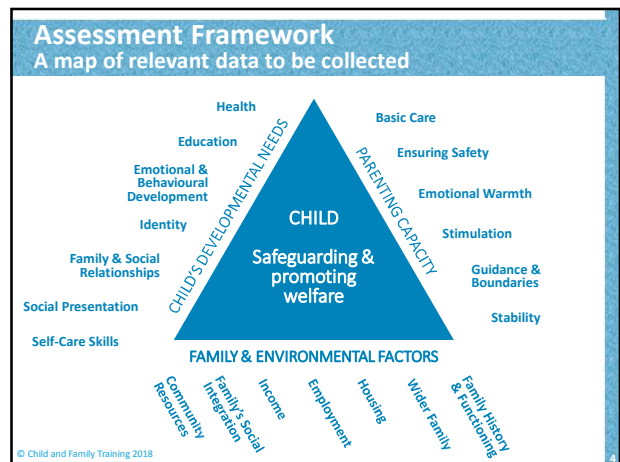
© Child and Family Training 2018

Principles Underpinning The Assessment Framework

Assessments:

- are **child centred**;
- are **rooted in child development**;
- are **ecological** in their approach which means **the child must be understood within the context of their family** and this includes the:
 - role of economic disadvantage
 - role of friendship groups
 - impact of supportive families on parenting capacity; and
 - the main areas which need to be taken account of include:
 - child's developmental needs.**
 - parents or care giver's capacity to respond appropriately.**
 - wider family and environmental factors;**

© Child and Family Training 2018

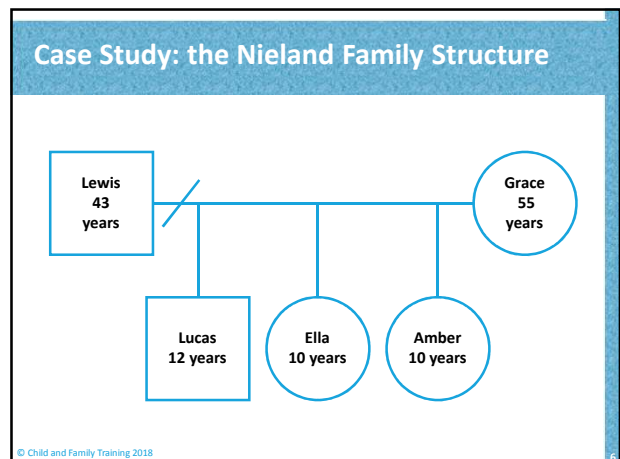


Working with the Assessment Framework

- The Assessment Framework provides a map for assessing the needs of children
- The Child's Developmental Needs Domain of the Assessment triangle maps **Strengths and Impairment** in Development
- The Parenting Capacity Domain is concerned with **Attributability**.
- Where there is no observable or measurable impairment, the Parenting Capacity and Family and Environmental Factors Domains are relevant to the **Likelihood** of Impairment.

Note that the nature of any impairments is also relevant to attributability e.g. Autism is genetic, Cerebral Palsy is congenital in most instances.

© Child and Family Training 2018



Stage 1: Consider the referral and the aims of the assessment

Referrals from Ella and Amber's School and GP:

- Ella who has Down's Syndrome is becoming distressed, aggressive and oppositional in lessons
- Grace has to be called into school more often to help calm Ella down
- Grace showing signs of depression and complaining of having no help

© Child and Family Training 2018

7

Stage 2: Gather assessment information

The goals are to:

- Develop an understanding of the nature and level of a Ella's functioning
- Gain an understanding of factors affecting the Ella and her needs
- Develop partnerships
- Prepare for intervention if necessary

Good assessments use multiple sources of information. An assessment should not rely on one source of information.

© Child and Family Training 2018

8

Stage 2: Gather assessment information - Introduction to the HOME Inventory (Caldwell & Bradley, 2003; Cox et al, 2008)

The HOME Inventory is a standardised assessment of parenting and the quality of a child's home environment.

- The HOME uses a combination of direct observation along with an hour-long semi-structured interview with the main carer and the child
- Each inventory assesses key areas of the child's environment and parenting.
- There are a set of scales with clear definitions providing measures

© Child and Family Training 2018



Stage 2: Gather assessment information - The HOME Inventories

There are four HOME inventories for children:

- 0 - 3 years
- 3 - 6 years
- 6 - 10 years
- 10 - 14 years

There are two Child Care HOME inventories for children:

- 0 - 3 years
- 3 - 6 years

There are twelve Disability Adapted HOME inventories for children:

- 0 - 3 years
- 3 - 6 years
- 6 - 10 years

© Child and Family Training 2018



Stage 2: Gather assessment information - the UK Interview Approach (Cox et al 2009)

Aim to obtain Child's experiences, actions and responses of others by:

- getting detailed descriptions of events and behaviours "yesterday" not a "typical" day
- using requests for detailed descriptions
- focusing on what actually happened not what usually happens e.g. "what did he do?" not "what does he do?"

© Child and Family Training 2018

11

Stage 2: Gather assessment information

- Watch 10 minute video of a Middle Childhood (6-10) HOME Assessment of Ella Nieland years 10 months with all the family present
- Take full notes of what you observe and what is reported

© Child and Family Training 2018

12

Stage 2: Gather assessment information - the Family Pack of Questionnaires and Scales
(Cox & Bentovim, 2000)

- Strengths and Difficulties Questionnaires
- Parenting Daily Hassles Scale
- Home Conditions Scale
- Adult Wellbeing Scale
- Adolescent Wellbeing Scale
- Recent Life Events Questionnaires
- Family Activity Scale
- Alcohol Scale

© Child and Family Training 2018 13

Stage 2: Gather assessment information – Questionnaires and Scales

Questionnaires and Scales have fixed wording and scoring thus:

- Scores provide guidance
- Can only be relied on if the interviewer finds out the meaning of the responses

© Child and Family Training 2018 14

Stage 2: Gather assessment information – Recent Life Events Questionnaire
(Brugha et al, 1985)

- It focuses on recent life events (i.e. those occurring the last 12 months) but could be used over a longer time-scale
- Respondents are asked to identify which of the events still affects them
- It is intended to assist in the compilation of a social history
- Shown to reveal new information in known cases

© Child and Family Training 2018 15

Stage 2: Gather assessment information – Recent Life Events Questionnaire
(Brugha et al, 1985)

- Watch a video of the Recent Life Events Questionnaire being used with Grace Nieland
- Take full notes of what you observe and what is reported

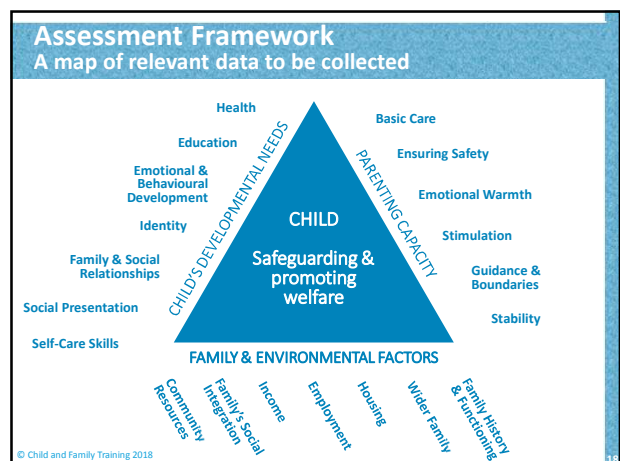
© Child and Family Training 2018 16

Stage 3: Organise the information

Ensure that data (information) is placed in the appropriate dimension and domain by recording:

- Into the Child’s Developmental Needs domain enter things that Ella says, does, and is reported and observed to do
- Into the Parenting Capacity domain enter things that Grace says, does, and is reported and observed to do
- Information about family history, parental mental health, relationships (including Amber and Lucas) and physical and social context in the Family and Environmental Factors domain

© Child and Family Training 2018 17



Stage 3: Organise the information

In pairs please review the pre-completed Assessment Framework regarding Ella

Check:

- Is there anything you want to add?
- What is not yet known which it is important to know?

© Child and Family Training 2018

19

Stage 4: Analyse the patterns of strengths and difficulties

- What is central is whether there is impairment or likelihood of impairment of the **child's development**.
- Difficulties/impairments in Parenting or broader Family and Environment **may or may not** be producing impairments in the child's development.

© Child and Family Training 2018

20

Stage 4: Analyse the patterns of strengths and difficulties – principles underlying analysis

In analysing the organised information consideration should be given to:

- **Processes** – the pattern of influences and
- **Impact** – the weight/effect of factors/processes

© Child and Family Training 2018

21

Stage 4: Analyse the patterns of strengths and difficulties - processes affecting child's development

Child's strengths in health and development

- What are child's strengths in health and development - and **how have they been brought about?**

Child's impairments in health and development

- What are child's impairments in health and development - and **why have they occurred?**

© Child and Family Training 2018

22

Stage 4: Analyse the patterns of strengths and difficulties - processes

Distinguish:

- What has brought things about from the **past**
- What keeps things going in the **present**

both of which

- Can help to predict what's likely to happen in the **future** if things carry on as they are

© Child and Family Training 2018

23

Stage 4: Analyse the patterns of strengths and difficulties - impact

The two key elements of Impact are:

- **Severity of difficulty:** *the weight of a negative factor or process*
- **Magnitude of strength:** *the weight of a positive factor or process*

Thus once the processes have been analysed consider:

- What processes are having the **biggest negative effect** on the child's health and development
- Which are the **greatest protective** processes?

© Child and Family Training 2018

24

Stage 4: Analyse the patterns of strengths and difficulties - summary

In general:

- the more dimensions of domains that show difficulty;
- the more frequently those difficulties are manifest;
- the longer the difficulties have existed;
- the less the difficulties are modifiable;

then the greater the severity of the problem

© Child and Family Training 2018 25

Stage 4: Analyse the patterns of strengths and difficulties

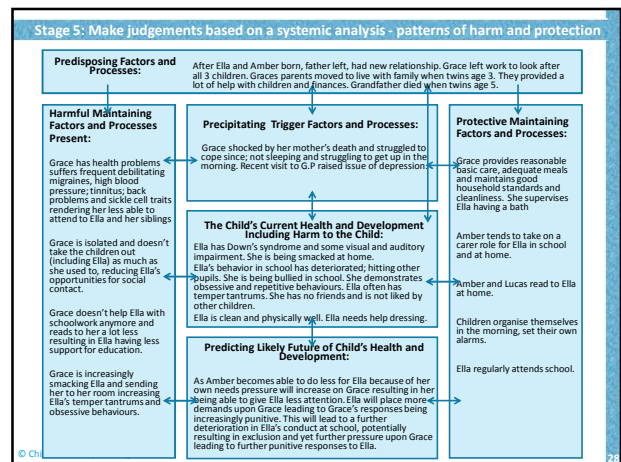
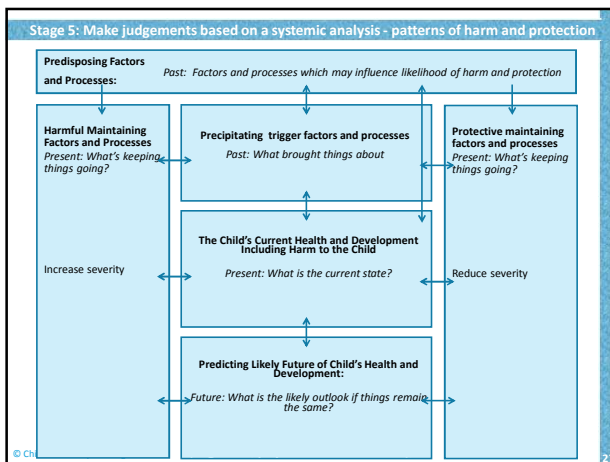
Child's strengths in health and development

- What are Ella's **strengths** in health and development?

Child's impairments in health and development

- What are Ella's **impairments** in health and development?

© Child and Family Training 2018 26



Stage 6: Make decisions and develop a plan of intervention

- Develop a **plan of intervention likely** to achieve sufficient change within the child's developmental timeframe
- Decide on **sequence of interventions** in order to best meet the child and family's needs
- Identify **outcomes** related to hypotheses
- Identify **measures for assessing whether change** has been achieved for each planned outcome

© Child and Family Training 2018 29

Stage 6: Make decisions and develop a plan of intervention -hypotheses and intervention

- Analysis of Pattern and Impact of Processes undertaken in stages 4 and 5 leads to hypotheses about Interventions to promote the child's development
- Interventions may be directed to any dimension in any domain

© Child and Family Training 2018 30



Research background to the Intervention Resources

- **Common practice elements** are distilled which cut across many distinct specialist treatment protocols, procedures and processes – systemic, dynamic, CBT.
- **Common factors** such as the personal and interpersonal components of all interventions which engender hopefulness independent of approach – systemic, CBT, or dynamic.

Working with child sexual abuse

Safety and care for children and young people abused in the family

Parents/carers support work with children responsible for harmful sexual behaviours

Working with younger and older children displaying harmful sexual behaviours

- #### Library of Modules
- ♦ **Supporting children, young people and their carers (Two Guides)**
 - Engaging families, parents and children:
 - Goal setting
 - ♦ **Initial stages of work (Two Guides)**
 - Developing a child-centred approach
 - Psycho-education about the effects of maltreatment
 - Safety Planning
 - Coping Skills
 - Relaxing and calming
 - Describing and monitoring feelings
 - Activity selection
 - Problem solving
 - ♦ **Working with parents (Four Guides)**
 - Promoting children and young people's health, development and wellbeing
 - Identify and understand children's physical and emotional needs
 - Promoting children's early and later development
 - Ensuring safety and preventing harm
 - Providing good quality basic care
 - Nutritional care and attention to faltering weight
 - ♦ **Modifying abusive and neglectful parenting:**
 - Psycho-education
 - Coping with stress and the link with abusive and neglectful parenting
 - Coping with negative perceptions of their children
 - Clarifying, sharing and reconciling the impact of abusive and neglectful parenting
 - ♦ **Promoting attachment, attuned responsiveness and positive relationships**
 - with younger children
 - with older children – one-on-one time
 - with adolescents
 - ♦ **Promoting development of skills**
 - Promoting development early and later – play, communication, stimulation
 - ♦ **Promoting Positive parenting**
 - Understanding children's difficult behaviour
 - Praise and positive attention
 - Attention and ignoring
 - Giving effective instructions
 - Rewards
 - Shaping challenging behaviour
 - ♦ **Working with child sexual abuse (One Guide)**
 - Promoting healthy family functioning, family communication and problem-solving skills
 - Managing conflict and dysfunction in family life
 - Support networking for families
 - Working with children who have displayed harmful sexual behaviours and their parents/carers

Which modules would you choose?

- Which modules would be most relevant to Ella and the Nieland family
- What are the priorities for work with the parents, child and family
- What are the goals which would indicate a good outcome
- What measures would you use to assess change

- ### Structure of the modules and practitioner guides
- **Intervention guides for practitioners:** summarises, theory, research and the approach being followed
 - **Content and materials** by type – for parents, children, and practitioners – **relevant steps**
 - **Suggested scripts**
 - **Guidance notes** for practitioners to support direct work
 - **Activities**
 - **Practice/role plays** and coaching
 - **Handouts** for parents
 - **Worksheets**

Steps to recovery

- **'Psycho-education'** – giving information to inform parents about the harmful nature of exposure to abuse and neglect is used extensively
- Provide information to **help parents develop a capacity to understand** children's physical and emotional needs linked to child development
- Helping parents understand and **manage their own stress** more effectively – links with angry punitive, rejecting responses
- Addressing **negative perceptions of children** which justify abuse and neglect
- Improving the **'environment of care'** promoting safety, good quality care, improving attachments,
- **Helping children directly**
- Importance of **reconciliation, taking responsibility, apologies – restorative justice**

© Child and Family Training 2018

37

Parents responsible for abusive and neglectful parenting about their children's development

Parents responsible for abusive and neglectful parenting

- Have considerable difficulty in understanding what their children's needs are and to be confused about them.
- Children might therefore be expected to be more grown up than they are, or less grown up:
- Behaviour which is age appropriate may be perceived as challenging and negative, justifying punishment.
- Alternatively, they may lack appreciation of the sort of capacity that children have and fail to have appropriate expectations
- Any examples?

© Child and Family Training 2018

38

Children with disabilities

- What are the problems associated with having a disabled child, inherent developmental delays or disabilities, or delays and neglectful parenting?
- Such children are likely to score far lower on developmental charts and achievements than a sibling, or children of a similar age in educational or play groups.
- This in turn has its own impact on the parent, whether the parent was responsible for the delay or disability or not.
- **Discuss in pairs what responses parents might have**

© Child and Family Training 2018

39

Responses to a child with disability

- Some parents find it impossible to accept the presence of a delay, blaming the professional's judgement.
- Some parents find it impossible to accept that specialist help may be necessary
- Alternatively, some develop a critical attitude towards the child, and perceive the child as lazy or stubborn, which in turn can lead to an abusive, negative cycle.
- Triggering of 'mourning' loss of the expected 'perfect' child – process of finding the lost child

© Child and Family Training 2018

40

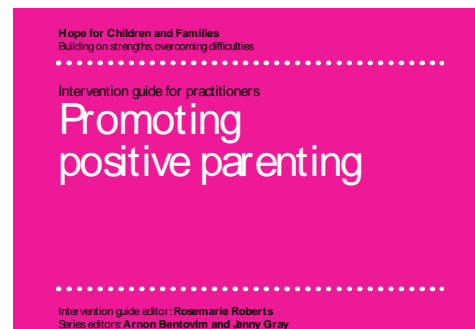
Summary of research on intervention – Fonagy et al 2016 – What works

- There is strong evidence - with a high degree of consistency - across multiple mediator analyses - that **improvement in positive parenting**, rather than **reductions in harsh or negative parenting**, is the **key factor mediating change in child behaviour** problem behaviour, even in the context of multiple, multiagency trials.
- This does not mean that harsh parenting does not have negative consequences; rather, an increase in positive parenting is (at least in these families) a "rate limiting factor" It is likely that **reduction in coercive interactions is a necessary but not sufficient condition for improvement**, whereas positive parenting is a necessary change

© Child and Family Training 2018

41

Intervention guide for practitioners




© Child and Family Training 2018

42

Promoting Positive parenting: Guidance and boundaries

Modules:

- Praise
- Attention and ignoring
- Giving effective instructions
- Rewards
- Shaping challenging behaviour
- Modifying disruptive behaviour



© Child and Family Training 2018

Understanding the Causes of Difficult Behaviour: FOUR FACTORS

Child characteristics

- Temperament
- Attachment patterns
- Physical development

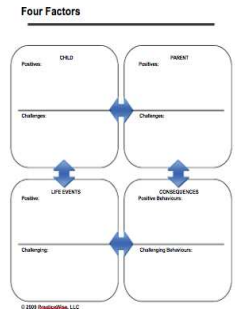
Capacity of Parents

- Personality
- Parenting style

The Consequences

- Conflict cycles

Life Events



© 2008 RedwoodBox, LLC

© Child and Family Training 2018

Establishing goals

TASK

Spend a couple of minutes reading through the notes in your workbook from page 9 on the Four Factors then:

In pairs, one person playing the practitioner and one a parent you know

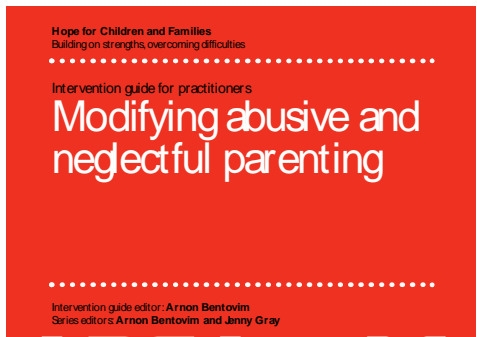
- Choose one factor on the Four Factors sheet and work through this with the "parent"
- If time swap roles and complete a different factor

Feedback on usefulness of the tool/exercise

Did it help to elicit goals?

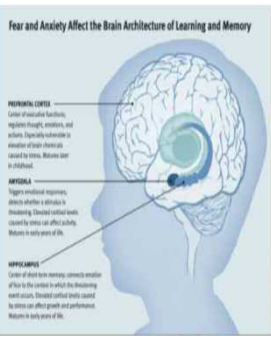
© Child and Family Training 2018

Intervention guide for practitioners



© Child and Family Training 2018

Modifying abusive and neglectful parenting



PERFORMER CONTROL
Control of executive functions, regulates thoughts, emotions, and actions. Disrupts when there is a threat to attentional control, caused by stress. Makes user so difficult.

RESPONSE
Triggers automatic responses, often without a conscious thought. Disrupts when there is a threat to attentional control, caused by stress. Makes it easy to do.

REPRESENTATION
Control of short-term memory, connects emotion of fear to the context in which the thinking went on. Disrupts when there is a threat to attentional control, caused by stress. Makes it easy to do.

Modules:

- Psycho-education - How abuse affects children's development, what helps
- Modifying parental stress - a key factor in abusive parenting
- Modifying negative perceptions
- Reconciling and clarifying the impact of abuse and neglect

© Child and Family Training 2018

How can the impact of toxic stress be reversed? What helps children to develop their capacities?

- Safe, stimulating, and predictable** time and motivation to engage in learning,
- Responsive-** learning occurs in the context of play and through interpersonal interactions,
- Disorganised attachments** can be helped to become secure
- Developmentally sensitive-** challenges appropriate to their abilities

© Child and Family Training 2018

Parenting Daily Hassles Scale (Crnic & Greenberg, 1990; Crnic & Booth 1991)

- The scale aims to assess 20 potential parenting 'daily' hassles experienced by adults caring for children in terms of their:
 - Frequency and intensity
 - Impact (challenging behaviour and parenting tasks)
- Used in a wide variety of research studies concerned with children and families – particularly families with young children
- Parents or care givers generally like filling it out because it touches on many aspects of being a parent that are important to them

© Child and Family Training 2018

49

Procedure for Administering Questionnaires

- Introduce the Questionnaire/Scale.
- Explain procedure for completing the Questionnaire/Scale
- Leave respondent to complete without interruption.
- If a respondent asks for clarification about a word or question ask them what they think it means. If they have misunderstood it provide guidance.
- Discuss response to individual items to find the meaning

© Child and Family Training 2018

50

Interview using Questionnaires

Ensure you:

- Get detailed descriptions of "actual" and not "typical" events and behaviours i.e. "could you tell me the last time this happened?"
- Use requests for detailed descriptions i.e. "what did that involve?" or "could you tell me a bit more about that please"
- Focus on what actually happened not what usually happened e.g. "what **did** he do?" not "what **does** he do?"
- The follow up with questions about how the respondent thinks and feels about such incidents

© Child and Family Training 2018

51

Practice interviewing using Questionnaires

In groups of three select who will be the two workers and Grace

- a worker introduces the Parenting Daily Hassles scale to Grace
- Grace and the workers read Grace's completed scale
- the social workers take it in turns to ask Grace for more information about her answers to some of the items

© Child and Family Training 2018

52

Parenting Daily Hassles Scale (Crnic & Greenberg, 1990; Crnic & Booth 1991)

Grace's scores regarding caring for Ella:

- **Frequency and intensity**
- Frequency - 59 out of a maximum of 80
- Intensity/hassle score (caregivers subjective appraisal of how much these events hassle them – 76 out of a maximum of 100)
- **Impact (challenging behaviour and parenting tasks)**
- Challenging behaviour as seen by parent in child – 25 out of a maximum of 35
- Parenting tasks seen as difficult – 31 out of a maximum of 40

© Child and Family Training 2018

53

Module – coping with negative perceptions

Helping parents cope with negative perceptions of their children

The module considers:

- The consequences of being in a stressful situation, Ian's perception of the differences between Michael and his son -separation.
- Parents leaking to children how they are feeling.
- The consequences of thoughts, feelings and behaviour.
- Identifying challenging thoughts, practicing and reporting back.

© Child and Family Training 2018

54

Dealing with negative perceptions of children

Handout
Helping parents cope with negative perceptions of their children
Working with parents: Targeting abusive and neglectful parenting
How does stress in parents lead to harm of children?

Assessments, such as the Parenting daily hassles scale, help focus parents on factors which lead to negative perceptions of their children – e.g. to deserving punishment; believing that they are behaving in a way that justifies sexual interest and attention; the child responds in ways that make the parent feel that the child has an illness which needs investigating or the child needs hospitalising; or the child deserves to be rejected or shouted at.

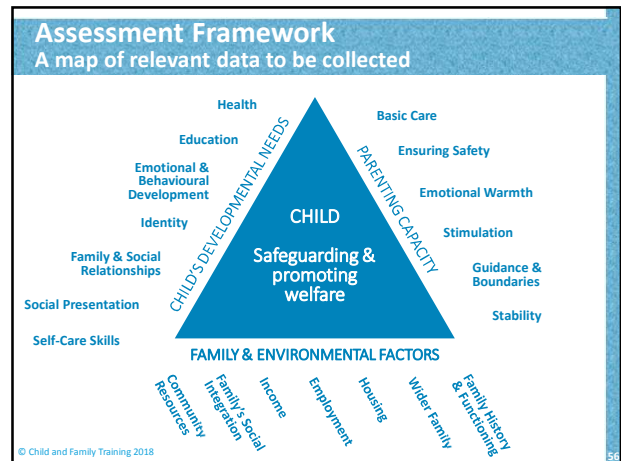
To access this sort of process it is helpful to begin to explore with parents what it is about their children that has led them to feel and behave in ways which have been judged to be abusive, even though they as parents feel absolutely justified. Exploring factors which lead to stress and therefore negative perceptions of their children is a helpful way to begin to

Focuses on specific events which have had a harmful impact

Factors which lead parents to consider children deserve punishment, rejection, justifying sexual attention

Impacts on parent's thoughts feelings and behaviour

© Child and Family Training 2018



Stage 7: Implement the plan of intervention, monitor and review progress

- Undertake **baseline assessments** using identified measures for assessing change
- Undertake **planned interventions**
- Monitor** child's safety, health and development and progress
- Repeat** identified measures for assessing change
- Review** whether there is evidence of the goals of intervention being achieved and child's developmental needs being met

© Child and Family Training 2018

Review of Learning

- Surprises
- Learnings
- Satisfactions
- Dissatisfactions
- Discoveries

© Child and Family Training 2018

<http://www.childandfamilytraining.org.uk>

- Bentovim A., Cox A., Bingley Miller L. and Pizzey S. (2009) *Safeguarding Children Living with Trauma and Family Violence: A Guide to Evidence-Based Assessment, Analysis and Planning Interventions*. London: Jessica Kingsley.
- Bentovim, A., & Gray, J. (Eds.). (2016). *Hope for Children and Families* Intervention Resources. York: Child and Family Training.
- Caldwell, B.M. and Bradley, R.H. (2003) *HOME Inventory: Administration Manual Comprehensive Edition*. Little Rock, AR: University of Arkansas for Medical Sciences.
- Cox, A. and Bentovim, A. (2000) *The Family Pack of Questionnaires and Scales*. London: The Stationery Office.
- Cox, A., Pizzey, S. and Walker, S. (2009) *The HOME Inventory: A Guide for Practitioners – The UK Approach*. York: Child and Family Training.
- Pizzey S., Bentovim A., Cox A., Bingley Miller L. and Tapp S. (2016) *The Safeguarding Children Assessment and Analysis Framework*. York: Child and Family Training.

© Child and Family Training 2018