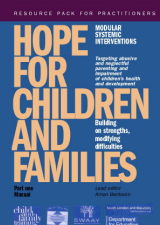


Understanding development and meeting children and young people's safety and physical needs



Regional Seminars Workshop

Phil Heasman

1

Workshop Agreement

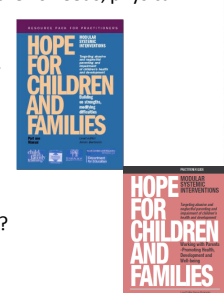
- Confidentiality
- Respecting and valuing others
- Valuing difference
- Building on similarities
- Careful listening / room to speak
- Respecting right to challenge constructively
- Time boundaries
- Mobile phones
- Treating yourself and others kindly

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2

The workshop will consider the following 'Hope for Children and Families' resources

- Helping parents and carers to develop the capacity to (further) identify and understand children's needs; physical and emotional
- Potential influences on development
- Basic care and health needs interview
- Providing good quality care:
 - Home Conditions Inventory
 - Home Accident Prevention Inventory
 - Harmful events
 - Nutritional care
- What can inhibit meeting basic needs?
- Problem-solving



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3

Slide 3

P1 Title: ...the following resources?
PH, 29/10/2014

Seven Stages in Assessment, Analysis and Planning Intervention

Stage 1 Identification of harm and initial safeguarding

Stage 2 Gather assessment information on the child's developmental needs, parenting capacity, and family and environmental factors

Stage 3 Establish the nature and level of impairment of the child's health and development
 Organise information using the Assessment Framework and identify strengths and difficulties in all dimensions

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Seven Stages in Assessment, Analysis and Planning Intervention

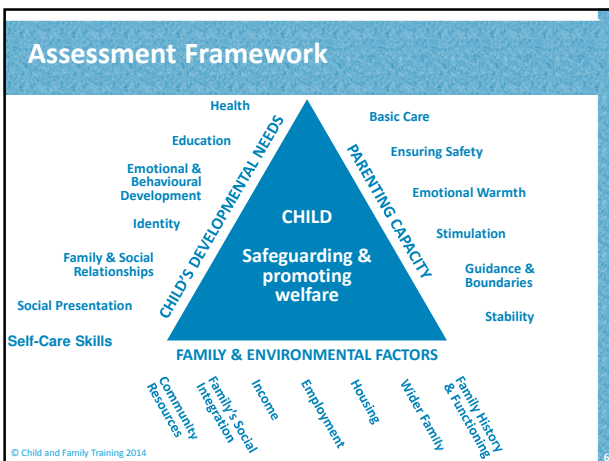
Stage 4 Analyse the patterns of harm and protection

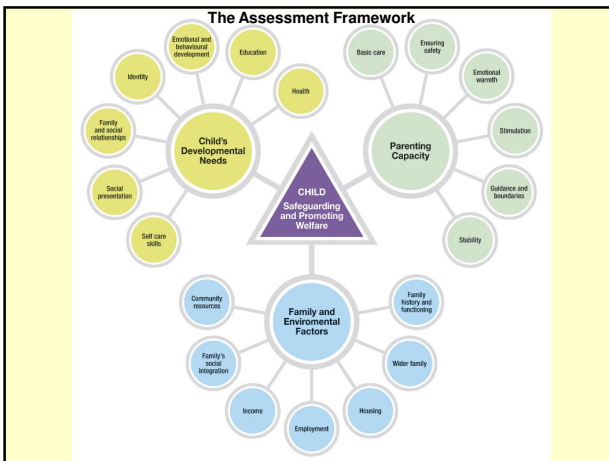
Stage 5 Child Protection Decision Making and Care Planning: The Safeguarding Analysis
 Profile of harm and impairment of development
 Predict the likely outlook for the child: the risks of re-abuse or likelihood of future harm
 Determine the prospects for successful intervention

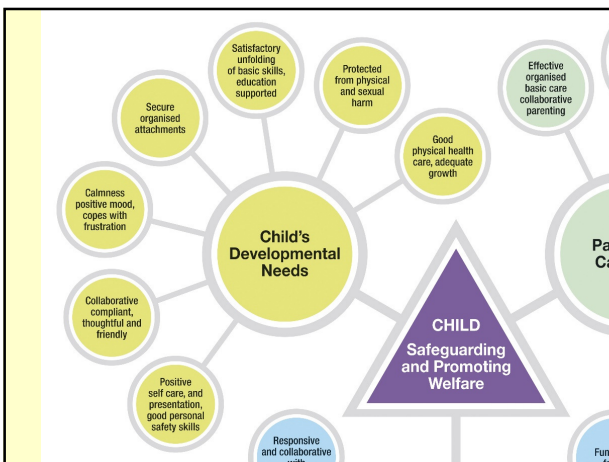
Stage 6 Develop a plan of intervention

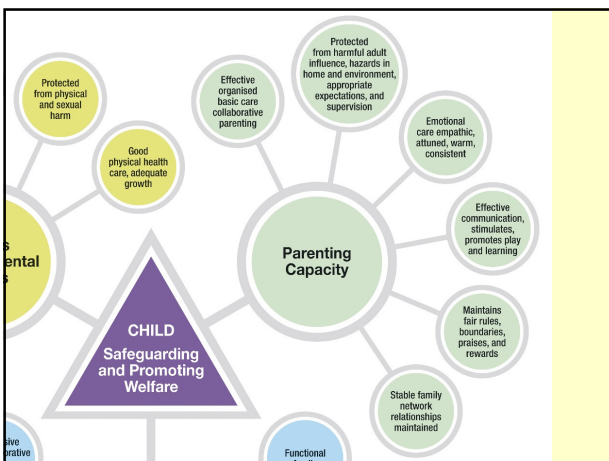
Stage 7 Identify outcomes and measures for intervention

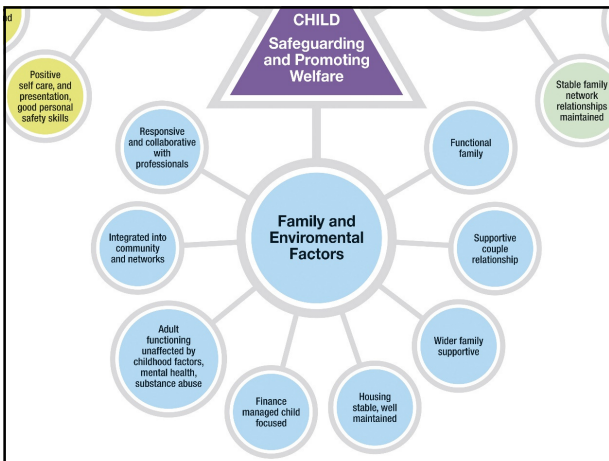
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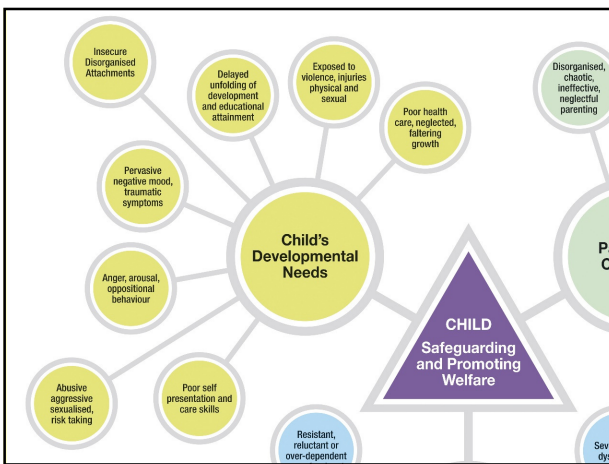


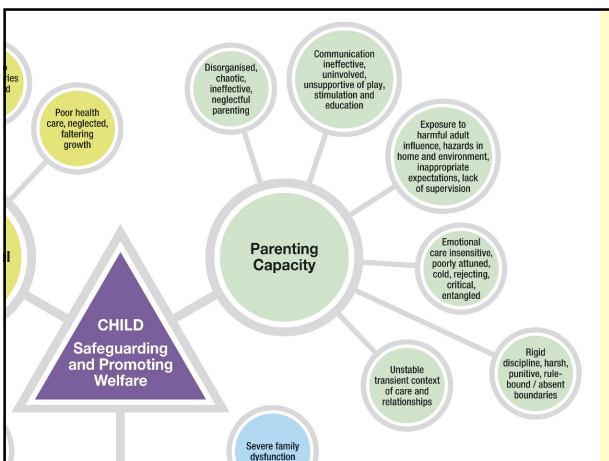


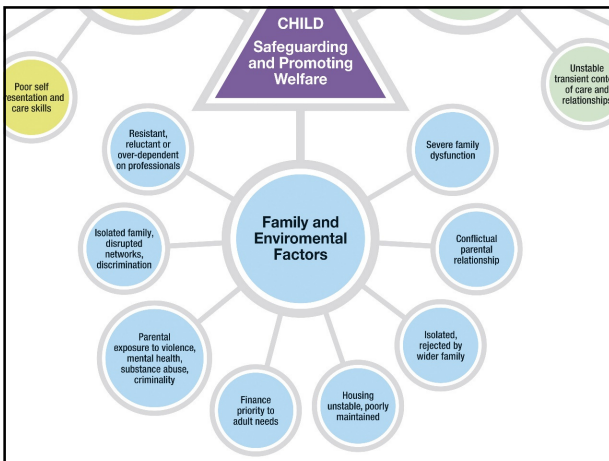


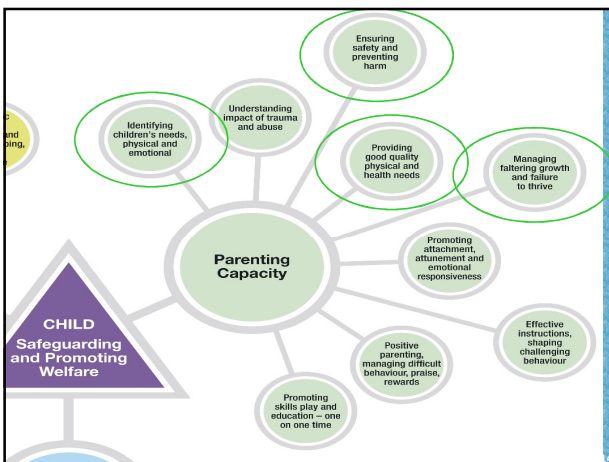


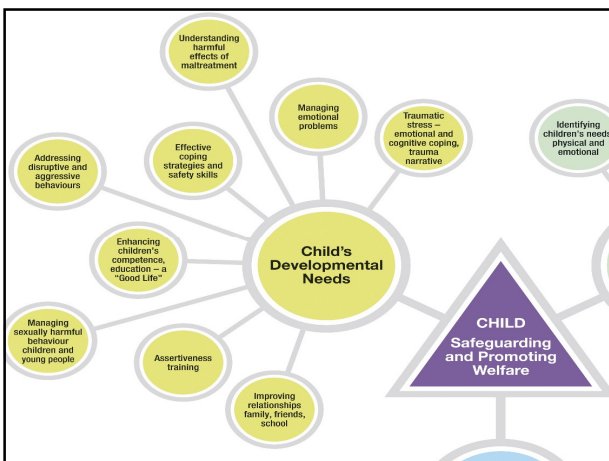


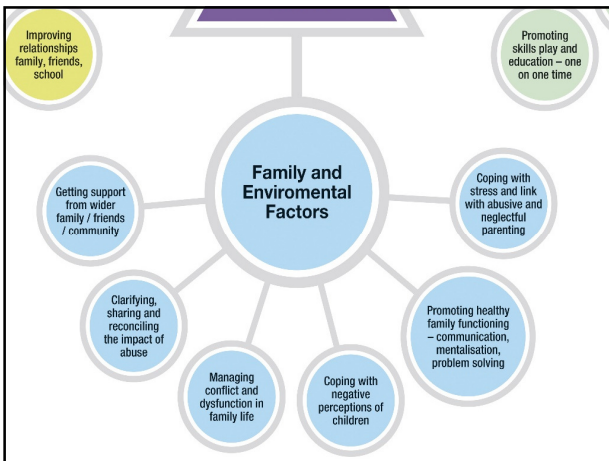












Library of Modules

Initial stages of work: Engagement and hope
For example:

- Engaging families, parents and children: Promoting hopefulness
- Goal setting

Working with parents: Targeting abusive and neglectful parenting
For example:

- Providing good quality basic care
- Ensuring safety and preventing harm
- Promoting early and later development
- Promoting attachment

Working with children: Emotional and traumatic responses
For example:

- Psycho-educational effects of maltreatment
- Safety Planning
- Describing and monitoring feelings
- Problem solving
- Working with trauma problems
- Maintenance and building resilience

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Library of Modules

Working with disruptive behaviour: problems for children and young people
For example:

- Enhancing children's competence: 'the good life'
- Parents work with children's harmful sexual behaviours HSB
- Working with children under 12 who have displayed HSB
- Working with adolescents (age 12+) who have displayed HSB
- Developing positive relationships with family and friends
- Promoting safety for children harmed sexually in family or community

Working with families
For example:

- Managing conflict and dysfunction in family life
- Reconciling the impact of abusive and neglectful parenting
- Support networking for families
- Promoting safety for children harmed sexually in family or community

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Development of evidence-based intervention approaches

The Hope for Children and Families Intervention Resource Pack

- This provides an accessible set of evidence-based approaches, resources and tools for direct work.
- The resources are available in **hard copy** and **on line** include:
 - Practitioner briefings** – summarising theory and research, guidance and advice for intervention.
 - Modules** that describe the relevant steps of an evidence based intervention which can be linked together as **practitioner guides** to plan and programme of work –
 - Content** -ideas, approaches, outline for direct work sessions, scripts, hints and tips for effective intervention.
 - Tools, instruments** and direct work resources.
 - Training approaches** – work books, work shops, supervision of practice

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PRACTITIONER GUIDE

HOPE FOR CHILDREN AND FAMILIES

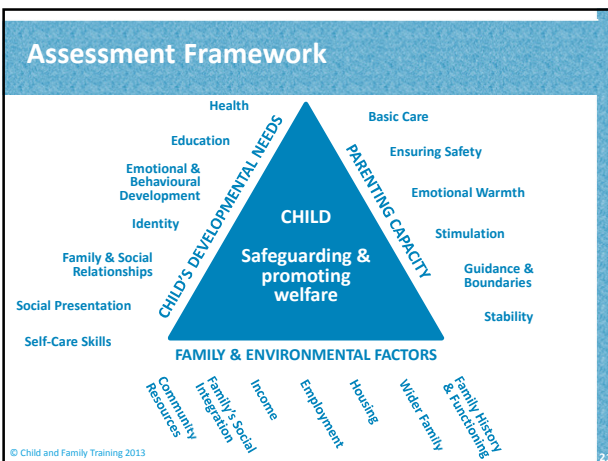
MODULAR SYSTEMIC INTERVENTIONS

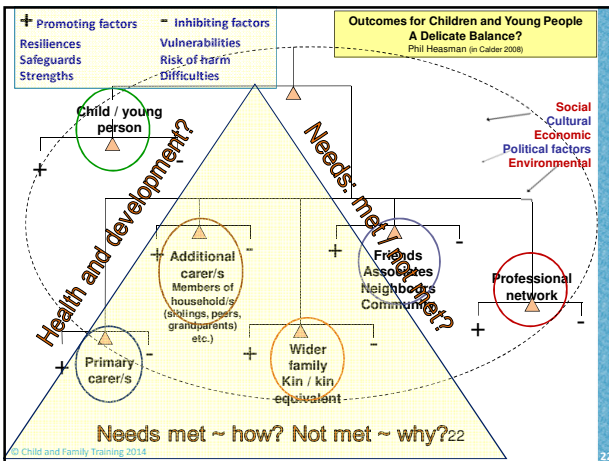
Targeting abusive and neglectful parenting and impairment of children's health and development

Working with Parents - Promoting Health, Development and Well-being

Lead Editor Arnon Bentovim

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Working with parents and carers to (further) identify and understand children and young people's needs

- Introduction: p.3**
 'It is helpful for practitioners to have knowledge about development, to understand about children's behaviour, why they do and cannot do things. This may help parents be more understanding of their children's needs and make it less likely for their parenting to be abusive and neglectful.'
- Using developmental charts: p.7; p.6; p.11 – 16**
- General questions: p.5/6**
- Consideration of issues for children, young people and parents/carers who are disabled: p.9; p.28/29**

Focus on brain development

- Paper in 'Introduction' section (of full resource pack)**
 'What neurobiology tells us about child maltreatment'
 Andrea Danese, MD PhD
- p.3: Information about children's brain development**
- Links to other material:**
 - 'Still Face Experiment'
 - 'Understanding the Effects of Maltreatment on Brain Development'
 - 'Decision-making within a child's timeframe'
 Brown and Ward (2012)
 Childhood Wellbeing Research Centre

Potential influences on development

HOPE FOR CHILDREN AND FAMILIES

MODULAR SYSTEMIC INTERVENTIONS

Targeting abusive and neglectful parenting and maltreatment of children's health and development

Working with Parents - Promoting Health, Development and Well-being

Local Area Partners

Parents and carers themselves

- Responding to the needs and tasks of developing children and young people – at different ages and stages
 - Handout p.20/21
- Promoting early development
 - Module p.25-29 (suggestions for discussion, scripts, information)

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Basic care and health needs interview

HOPE FOR CHILDREN AND FAMILIES

MODULAR SYSTEMIC INTERVENTIONS

Targeting abusive and neglectful parenting and maltreatment of children's health and development

Working with Parents - Promoting Health, Development and Well-being

Local Area Partners

- Practitioner note: p.50 – 52; p.33
- Focusing on the last 24 hours
 - Link to the 'HOME Inventory' (Caldwell and Bradley) and the C&FT 'The HOME Inventory Guide for Practitioners' (Cox, Pizzey and Walker)

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Helping parents and carers think about other potential influences on children's development

HOPE FOR CHILDREN AND FAMILIES

MODULAR SYSTEMIC INTERVENTIONS

Targeting abusive and neglectful parenting and maltreatment of children's health and development

Working with Parents - Promoting Health, Development and Well-being

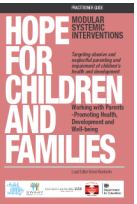
Local Area Partners

- Handout: What seems to influence children's development: p.18/19
An ecological perspective

The diagram illustrates an ecological perspective on child development. It features a central triangle labeled 'CHILD' with 'Safeguarding & Promoting Welfare' at its base. The top vertex is 'CHILD DEVELOPMENT NEEDS', and the right vertex is 'BASIC CARE'. The left side of the triangle is labeled 'CHILD DEVELOPMENT NEEDS' and includes 'Health', 'Education', 'Emotional & Behavioural Development', and 'Identity'. The right side is labeled 'BASIC CARE' and includes 'Ensuring Safety', 'Emotional Warmth', 'Stimulation', and 'Guidance & Boundaries'. Below the triangle is a circle labeled 'FAMILY & ENVIRONMENTAL FACTORS' which includes 'Self-Care Skills', 'Social Presentation', and 'Family & Social Relationships'. To the right of the triangle is a flowchart showing the relationship between these elements and 'Child Well-being'.

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Problem-solving....



- **Worksheet: 'Problem Solving'** p.57
- **Worksheet: 'Table of Concerns and Agreed Goals'** p.53/54

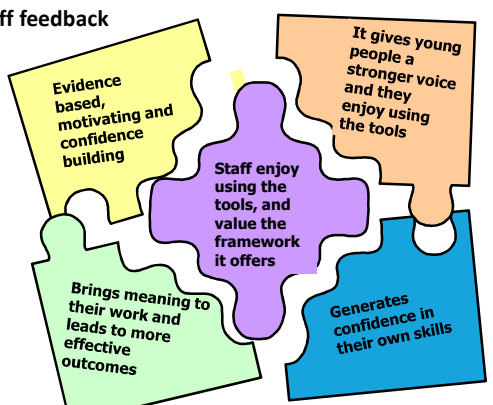
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Aims and expectations of the 'HfCF' pilot

- A framework to help workforce think in a family way
- Embedding an evidence based framework for consistent authority/service-wide services – vs - lots of different models in different areas, clarify service goals
- Develop skills, encourage reflective practice, an approach to 'hang their good work on'
- Practitioners engaged in direct work and become helpful 'interveners'

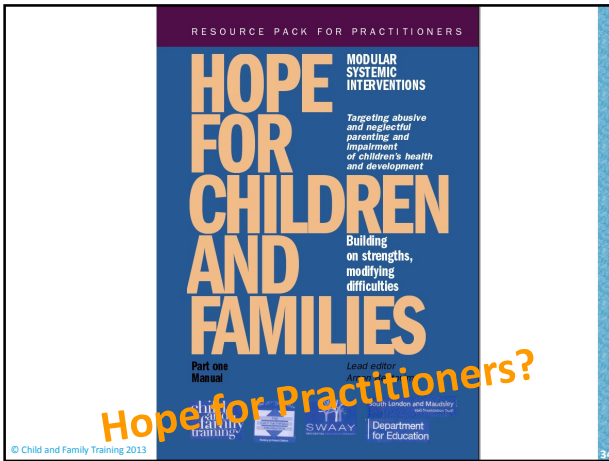
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Staff feedback



- Evidence based, motivating and confidence building**
- Staff enjoy using the tools, and value the framework it offers**
- It gives young people a stronger voice and they enjoy using the tools**
- Brings meaning to their work and leads to more effective outcomes**
- Generates confidence in their own skills**

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Socratic questioning

What is Socratic questioning?

- The overall purpose of Socratic questioning is to challenge accuracy and completeness of thinking in a way that acts to move people towards their ultimate goal.
- Six types of questions that Socrates asked his pupils:
 - **Conceptual clarification questions**
 - **Probing assumptions**
 - **Probing rationale, reasons and evidence**
 - **Questioning viewpoints and perspectives**
 - **Probe implications and consequences**
 - **Questions about the question**

Taken from a useful resource: 'Changing Minds' (http://changingminds.org/techniques/questioning/socratic_questions.htm / accessed November 2014)
